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the instruction of the
deaf and dumb.

Annual report. 19-21, 1837-9.



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St. Morris School

NINETEENTH ANNUAL REPORT

OF THE

DIRECTOR

OF

THE NEW-YORK INSTRUCTION FOR THE INSTRUCTORS

OF THE

DEAF AND DUMB,

AS PREPARED

BY THE LEGISLATURE OF THE STATE OF NEW-YORK

FOR THE YEAR 1867

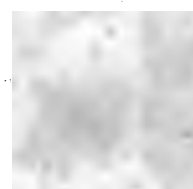


NEW-YORK

WILLIAM LEE, PRINTER,

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1868





1. The building is the old State House, now the State Capitol.



NINETEENTH ANNUAL REPORT

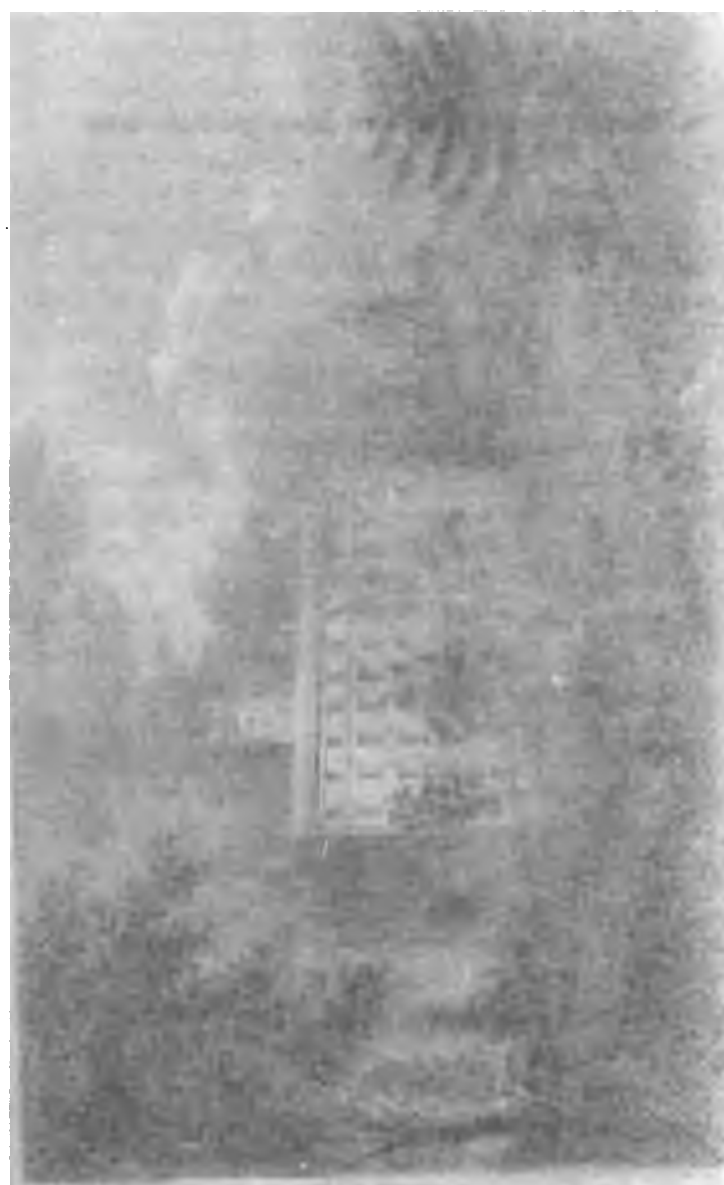


NINETEENTH ANNUAL REPORT
OF THE
DIRECTORS
OF
THE NEW-YORK INSTITUTION FOR THE INSTRUCTION
OF THE
DEAF AND DUMB,
TO THE
LEGISLATURE OF THE STATE OF NEW-YORK,
FOR THE YEAR 1837;



NEW-YORK:
MAHLON DAY, PRINTER,
No. 374 Pearl-street.

M DCCC XXXVIII.



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MYNDEBT VAN SCHAIK, SECOND VICE PRESIDENT.
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Physician.

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Matron.

MISS MARTHA DUDLEY.

MRS. HARRIET STONER, *Assistant Matron.*

EDMUND B. PEET, *Steward.*

THEODORE GOERCK, <i>Cabinet Maker.</i>	JOHN C. MILLER, <i>Book Binder.</i>
JOHN HACKETT, <i>Shoemaker.</i>	MISS F. A. BAKER, <i>Tailoress.</i>

JOSEPH QUIN, *Gardener.*

* Since the presentation of this Report Mr. Barnard has resigned his place, and Mr. Brown has been elected to fill the vacancy.

NINETEENTH ANNUAL REPORT.

THE Directors of the New-York Institution for the Instruction of the Deaf and Dumb, respectfully submit to the Legislature of the State of New-York, the report of their doings for the year eighteen hundred and thirty-seven, being the nineteenth annual report since the establishment of the Institution.

Since the presentation of the last report, the Institution has continued successfully to prosecute the objects of its creation; and its condition at the present time is such as, while susceptible still of some improvement, to afford its guardians, on the whole, ample ground for satisfaction.

In regard to its finances, the Institution is free from all present embarrassment, and with the continuance of the Legislative favor, by which it has hitherto been sustained, it may hope to avoid in future any impediments to its successful operation, arising from an excess of its necessary expenditures above its regular income. The disbursements of the year terminating December thirty-first, eighteen hundred and thirty-seven, have amounted to twenty-six thousand eight hundred and sixty-six dollars thirty-three cents, and the receipts within the same period to twenty-seven thousand eight hundred and seventy-three dollars forty-eight cents, leaving a balance of one thousand and seven dollars fifteen cents.

The report of the Treasurer exhibiting this result is appended to this report as document No. 2.

There were returned to the Legislature, in a paper accompanying the last report, the names of one hundred and sixty pupils resident in the Institution. Within the past year thirty-four have been discharged and twenty-four admitted, showing a diminution of the former number, of ten, and leaving, at present in the Institution, the number of one hundred and fifty.

This decrease is by no means attributable to the fact, that there are not individuals enough who might properly become recipients of the bounty of the State, to maintain the highest number constantly full which the catalogue has yet embraced : but it has been a consequence of the neglect of parents to avail themselves of the opportunity afforded them by the Secretary of State, to obtain for their children the education so essential to their usefulness and happiness. It is a remarkable fact, but a fact not the less, that the unfortunate too often find in their own immediate kindred, and their natural protectors and guardians, the persons most regardless of their true interests, or at least most commonly and most widely in error respecting them. Deaf mute children are often detained at home, and wilfully deprived of the blessings of education, blessings of inappreciable value to them, merely from the weakness of parental affection, which cannot endure a separation from its objects. This feeling, childish as it may seem, has prevailed in instances painfully numerous to determine the lot of the most promising children to ignorance and wretchedness for life. It is a feeling which is, no doubt, always, in a greater or less degree, experienced whenever a parent is called upon, for the first time, to consign to the care of others a being committed, in an especial manner by Providence, to his own peculiar keeping ; but its effects seem to become more powerful in proportion to the helplessness and dependance of the object which calls it forth, so that while other children are usually resigned with a brief natural struggle, the deaf and dumb and the blind are given up with a painful reluc-

tance, and continue long to draw after them the yearnings of the parent's heart.

Such is one of the obstacles which intervene between the deaf mute and his indispensable intellectual cultivation. It is not the only one, nor is it in every case the principal. The degrees of human sensibility are various; nor can we deny that parents are to be found who would commit their offspring into our keeping, or that of any one disposed to assume the responsibility, with perfect indifference, but for the fact that they would thereby deprive themselves of the advantages of their children's assistance in their ordinary occupations. It is to be lamented that a motive so mercenary should have power to accomplish so serious an evil in the case of a single individual; yet there exists satisfactory evidence to prove that not one only, but many, perhaps the greater number of those whom parental wilfulness has doomed to ignorance, have been sufferers from this cause. In some cases even a slighter consideration of the same mercenary character has had the effect to delay from year to year the commencement of an individual's education, and at length to render his prospects in this respect altogether hopeless. The expense of a journey to the Institution, or of a suitable outfit for the child, have seemed to parents obstacles so great, that not all the prospective advantages to be secured, have been sufficient to wring the pittance from the grasp of parsimony. This remark is not certainly to be applied to those whose poverty is such as to forbid their yielding to the dictates of sound reason, while their inclinations are honestly engaged in the desire to avail themselves of the public munificence, by placing their children in the way to become good and useful members of society. But in cases such as these there has been found almost invariably, a ready disposition in the surrounding community to relieve the parent of the expenses (after all very trifling) which he finds himself unable to bear.

Causes, such as have just been indicated, are, without doubt,

the present occasion of separating from the means of education, many deaf mutes of suitable age and intellectual capacity in the State of New-York. This is proved by the number of instances in which, within the past four or five years, the communications of the Secretary of State, inviting parents to place their deaf mute children in the Institution at the public expense, have been unsuccessful in their object, as well as of those in which they have been met with a verbal expression of assent, and have been afterwards practically disregarded. This latter course, the acceptance of the liberal offer of the State and the subsequent failure to act accordingly, is productive of inconvenience to the Institution, and of injury to the deaf and dumb at large, since it prevents any effort to fill the vacancy thus left from among those who stand equally in need of aid from the public purse, while they are more ready to avail themselves of the offer could it be made to them. The evil is one, however, which perhaps admits of no complete remedy.

Besides this, there is to be mentioned another evil, similar in character, similar in its pernicious consequences, and similar in the motive in which it originates : which is the frequent practice of withdrawing children from the school before the completion of their regular course of instruction. Numerous instances have occurred in which this has been done at the end of the third or fourth year, and sometimes even earlier. The opinion is often expressed by the friends of our pupils that two or three years will suffice to give them a respectable, or a *sufficient* education ; which is all they profess to desire. What ideas such persons may have of the amount of education which may properly be called respectable, it would be difficult to determine : but one thing is certain, that the full period of five years, now allotted to the business of instruction in the New-York Institution, is *too short* to secure, with certainty, even a *respectable* education to common minds, though to the very few which are by

nature gifted with superior faculties it may suffice to do much more than this.

To abridge the period of instruction, in the case of most children, is, therefore, to defeat entirely the object with which they are brought to the Institution. During the earlier years of the course, the teacher's labor is chiefly expended in laying a broad foundation, capable of sustaining the superstructure of practical education, which he hopes to rear. The labor is often, by the folly of parents, interrupted in the middle ; or the child is removed just at the time when it is so far completed that the subsequent work of building upon the foundation which has cost so much toil, is about to proceed with vigor. Of what advantage can it be to any individual thus to prepare for education, and never be educated ? thus to remove the natural obstructions which block up the avenues to the temple of knowledge, and then to turn away, without ever treading the paths, or even making one effort to approach the edifice.

In a former report, some years since presented to the Legislature, the Board made serious complaint of the practice upon which they find it still equally necessary to animadvert.

The Board complained then of the injustice both to the Institution, and to the individuals themselves thus separated from the means of instruction, at the moment when they were about to become most valuable. The Institution becomes a serious sufferer in its reputation, when pupils thus half taught are thrown back into the society of their friends, there to remain during their lives as exemplifications of what human ingenuity and perseverance are capable of accomplishing for the deaf and dumb. For that they are regarded in such a light by those whom they encounter in the world, there can be no doubt. Their immediate friends, though themselves the occasion of all their imperfections and deficiencies, encourage this opinion, partly, perhaps, because they have honestly deceived themselves into the belief that it is true, and partly because, aware that if it be

otherwise, they have been guilty of grave and serious wrong to those whose highest interest for both worlds were committed to their guardianship.

Nor have strangers any opportunity of knowing the truth. One palpable fact is before their eyes : the fact that a deaf mute of ordinary natural capacity, has been sent to the Institution to be educated, and has returned with but the very simplest rudiments of language : almost unable to express the most common ideas in words, and totally incapable of deriving pleasure or information from books. The inference regarding the character of the Institution is necessarily unfavorable in the highest degree ; and furnishes its guardians with just ground for serious dissatisfaction and complaint. Nor does the Institution only suffer. The cause of deaf mute instruction is injured, by the false impressions created in the minds of many who have no other means of information, than these half, or less than half, taught individuals afford ; or who would not perhaps take advantage of them if they had.

These things ought to be known to those whose benevolence interests itself in behalf of this peculiarly afflicted portion of the human family. They ought to be known, that the benevolent spirit may not be chilled, in view of apparent failure. It is true, that the evil, if it could be prevented, ought not to exist : but though the officers of the Institution have not failed to remonstrate against every such act of injustice to their pupils and themselves, yet their authority and influence do not extend so far as to prevent children from visiting their friends at the close of each succeeding term ; or to oblige them at the commencement of the following one, to place themselves once more under their control.

Since the presentation of the last report, there have occurred in the Institution some few changes in the Department of Instruction. In March last, Mr. Lambert, a gentleman who had been employed about eighteen months, as an instructor, resigned

his situation ; and at the close of the term in August, Mr. Haven also relinquished his connexion with the Institution.

It was not the original intention of either of these gentlemen to remain permanently in the employment of instructing the deaf and dumb, their profession, to which they have now turned their exclusive attention, having been already chosen previous to their engagement with us.

To the record of these losses, it is with regret that we find ourselves obliged to add that of another, occurring in consequence of the extreme ill health of Mr. Taylor, who has recently been compelled to seek safety in a milder climate.

To supply the vacancies thus occasioned, the Board have elected Mr. Shubael F. Bartlett, and Mr. John H. Pettingell, both graduates of Yale College, to the situation of instructors, who have entered upon the discharge of their duties. The place of Mr. Taylor has not yet been filled.

There has been little change within the past year in the arrangements of the Institution for the instruction of the pupils in the mechanical arts. The opportunities furnished to the females to become acquainted with the business of tailoring, have been extended, and a considerable number have been regularly engaged in acquiring the knowledge requisite to enable them to gain a livelihood by means of this profitable occupation.

The main building of the Institution has recently undergone material repairs, and its external appearance has been essentially improved.

The inconveniencies attendant upon the want of space, alluded to in the last report, have not ceased to be felt ; but, for the present, the erection of additional buildings appears not to be absolutely indispensable. In this respect the small reduction of numbers which has taken place in consequence of the failure to arrive of some individuals who had been selected by the Secretary of State, and who were expected at the opening of the term, and in consequence of the premature and unanticipated withdrawal

of others, has afforded some relief. Should the number be filled up, as in all probability it will before the presentation of another report, it may be considered necessary to enlarge the present accommodations.

In regard to the general health of the pupils during the past year, the reports of most preceding years might be repeated with little variation. No epidemic disease has visited the establishment, nor have occasional cases of illness been more numerous than is ordinarily to be expected in a community embracing so large a number of children. Notwithstanding, however, the favorable account which, by the blessing of Heaven, the Board are enabled to give of the general exemption from all serious maladies, that has been extended to the Institution, there have been exceptions which it is their duty to mention. On two or three occasions death has sought his victims from among our number, in a manner more unexpected than usual. In the first instance, a constitutional malady of some years standing, which, nevertheless, seemed to have at times yielded to the force of nature, returned with fatal violence, though its form was by no means alarming, until very shortly before the period of dissolution. The second was a case of bilious derangement of an extraordinary character, in which the patient, after recovering sufficiently to walk about the building, suddenly and violently relapsed, and died in less than twenty-four hours. The last case which occurred, was that of a child, who had been but a few days in the Institution, before being attacked with dysentery.

Painful as is the record of events such as these, it is a source of satisfaction to be able to state, that they have been in no manner owing to the influence of local causes. They form but an item in the great chapter of mortality, which circumstances have rendered it our duty, rather than that of others, to inscribe upon its page. They serve to admonish us, not that we are peculiarly exposed to the attacks of the destroyer, but that no spot of earth

is secure from his visitations, and no walls of human erection can ward off his shafts.

Could anxious care, or ceaseless attention, or untiring watchfulness, or tried professional skill, have availed to save those whose loss we lament, the final blow might, for a season, have been arrested. But the issues of life and death are in higher than human hands, nor is it for us to inquire into the inscrutable decrees of Providence.

In regard to the intellectual department of the Institution, and to the success with which the labor of instruction continues to be prosecuted, the Board refrain from presenting any report. The Secretary of State, in the discharge of his duty as the visitor of the Institution, has made arrangements for laying before the Legislature, the fullest information on the subject in all its details. In the month of November last, an examination of all the schools in succession was held by that officer in person, accompanied by a number of commissioners of his appointment. The warm interest which has always been manifested by the Secretary, in the cause of the deaf and dumb, and the attention with which he has studied the subject of their education, while they are a source of the highest gratification to the Board, constitute, at the same time, a sure guarantee, that an investigation conducted by him must be thorough, enlightened, and fair.

The commissioners are also men whose sound judgment and high reputation cannot fail to give weight to their opinions whether of censure or of praise.

To the reports which will probably be made to the Legislature simultaneously with the present, by these gentlemen, the Board would refer for information upon all subjects which are here passed over unnoticed. In order not to render the papers laid before the Legislature regarding the Institution inconveniently voluminous, no topics are embraced within the compass of the present document, except such as are necessary to fulfil the ob-

ligations of the Board to the body from which they derive their corporate existence.

Appended to the present report, will be found specimens of the original compositions of the pupils.

The unusual extent of the eighteenth annual report, occasioned the omission of all such in connexion with that document. It is found that these compositions are read with interest by most persons; and they furnish the best possible illustration, next to that which conversation affords, of the extent to which the deaf mute intellect may be cultivated in a limited time, and of the facility which deaf mutes acquire in the verbal expression of their ideas.

In the perusal of these compositions, it should be borne in mind, that a vast many combinations of words cannot be taught by rule, but must be individually inculcated by the teacher, and retained by a special effort of the memory, on the part of the learner. Nor can it be expected that, within the limited period allotted to instruction, the whole field of connected language, through all the various combinations of its elements, can be passed over. Usage must be the master, after all, from which propriety of diction is to be acquired by the deaf mute, after the difficulties of syntax have been surmounted, and the significations of words treasured up. Our pupils, even the most proficient in language, go forth from us learners still. If well-grounded when they leave us, they will insensibly improve, as they mingle in society, precisely as speaking children improve by imitation of others. We are not, therefore, at once to consider it a fault of the education of a deaf mute, that he employs a different set of words from that which we should choose, in any given case, or that he uses the same words in a collocation somewhat different. He may think as clearly as we, though his expressions may seem sometimes uncouth, and often singular. A foreigner, though less remarkably, might err in the same way. But the foreigner and the deaf mute alike correct themselves by observing

the language of those to whom the tongue is vernacular. With these considerations before the mind, we shall be able to do better justice to a class of learners, whose acquisitions are made under the most discouraging disadvantages, than we should be likely to do in holding up their productions by the side of a perfect standard. Grammatical errors are not in general to be viewed with this indulgence. But here some regard must be paid to the length of time which has been devoted to instruction. And those who have experienced the difficulty, in the outset, of conforming themselves to the requisitions of a foreign syntax, will be ready to look upon many errors, which might seem otherwise too gross to be forgiven, as being exceedingly venial.

Beyond the topics already mentioned, nothing remains to demand the present attention of the Board. With a grateful sense, therefore, of the continued favor of the superintending Providence from whom all temporal blessings flow, and of the past kindness of the Legislature manifested toward the objects of their solicitude, and ever ready to respond to their appeals, they here bring to a close, the review of their labors for another year.

All which is respectfully submitted,

By order of the Board of Directors,

JAMES MILNOR, *President.*

H. P. PEET, *Secretary.*



APPENDIX.

NO. 1.

LIST OF PUPILS

In the New-York Institution for the instruction of the Deaf and Dumb, Dec. 31, 1837.

NAMES.	TOWN.	COUNTY.
Arnold, Jane, - - -	Tyrone, - - -	Steuben,
Arnold, Fanny, - - -	do. - - -	do.
Ayres, Oliver, - - -	Walkill, - - -	Orange,
Ackley, Sarah C. - - -	Bennington, - - -	Genesee,
Benedict, John, - - -	Walton, - - -	Delaware,
Banks, Emeline, - - -	do. - - -	do.
Banks, Susan, - - -	do. - - -	do.
Bentley, Taber, - - -	Unionvale, - - -	Dutchess,
Bortle, Susan, - - -	Corsackie, - - -	Greene,
Brockway, Elnora, - - -	Cortlandville, - - -	Cortland,
Budd, Elizabeth R. - - -	New-York, - - -	New-York,
Brownson, Mary Ann, - - -	Cohocton, - - -	Steuben,
Brown, Jane L. - - -	Salina, - - -	Onondaga,
Brown, Harriet P. - - -	do. - - -	do.
Brown, Sylvester P. - - -	do. - - -	do.
Barnes, Elvira, - - -	New-York, - - -	New-York,
Burdick, Corintha O. - - -	Bennington, - - -	Genesee,
Bennet, Jane M. - - -	Attica, - - -	do.
Burchard, George, - - -	Watertown, - - -	Jefferson,
Bragg, William, - - -	Otisco, - - -	Onondaga,
Baker, George, - - -	Dryden, - - -	Tompkins,
Bannister, Luther, - - -	Pierepont, - - -	St. Lawrence,
Bean, George, - - -	Syracuse, - - -	Onondaga,
Brown, Daniel D., - - -	Pitcairn, - - -	St. Lawrence,
Baldwin, Naomi P., - - -	Bloomfield, - - -	Essex,
Brower, Elizabeth, - - -	Paterson, - - -	Passaic,
Benedict, Isaac, - - -	New-York, - - -	New-York,
Burlingham William A., - - -	do. - - -	do.
Butts, George S., - - -	Hudson, - - -	Columbia,
Burgess, Peter, - - -	New-York, - - -	New-York,
Broqua, Pauline, - - -	do. - - -	do.
Baker, Abel B., - - -	Montgomery, - - -	Orange,
Connor, Catharine, - - -	New-York, - - -	New-York,

NAMES.	TOWN.	COUNTY.
Conklin, Abraham, -	<i>Coeymans,</i> -	<i>Albany.</i>
Chapin, Miranda, -	<i>Rulland,</i> -	<i>Jefferson.</i>
Cantine, Richard H., -	<i>Wawarsing,</i> -	<i>Ulster.</i>
Clapp, Amasa, -	<i>La Fayette,</i> -	<i>Onondaga,</i>
Covert, Albert F., -	<i>Potter,</i> -	<i>Yates.</i>
Covert, Sarah E., -	<i>do.</i> -	<i>do.</i>
Covert, James E., -	<i>do.</i> -	<i>do.</i>
Crandall, Henry B., -	<i>Wateroliet,</i> -	<i>Albany.</i>
Campbell, Franklin, -	<i>Bern,</i> -	<i>do.</i>
Crawford, William M., -	<i>New-York,</i> -	<i>New-York.</i>
Cary, Mills, -	<i>do.</i> -	<i>do.</i>
Clark, Alfred, -	<i>Otisco,</i> -	<i>Onondaga.</i>
Curtis, John, -	<i>Unadilla,</i> -	<i>Ostego.</i>
Crawford, Rosetta, -	<i>Mooers,</i> -	<i>Clinton.</i>
Clark, John Oliver, -	<i>Jersey City,</i> -	<i>Bergen.</i>
Denton, Harriet, -	<i>Newfield,</i> -	<i>Tompkins.</i>
Denton, Lucil, -	<i>do.</i> -	<i>do.</i>
Dickinson, Martha, -	<i>Potsdam,</i> -	<i>St. Lawrence.</i>
Darrow, John, -	<i>Cambridge,</i> -	<i>Washington.</i>
Duncan, Nathan M., -	<i>Monmouth,</i> -	<i>Monmouth.</i>
Davis, Mary Jane, -	<i>Genoa,</i> -	<i>Cayuga.</i>
Fish, Augustus, -	<i>Otselec,</i> -	<i>Chenango.</i>
Flint, Mary, -	<i>Vernon,</i> -	<i>Oneida.</i>
Farrell, Nicholas, -	<i>New-York,</i> -	<i>New-York.</i>
Genet, Frances, -	<i>Albany,</i> -	<i>Albany.</i>
Garret, Isaac, -	<i>Williamson,</i> -	<i>Wayne.</i>
Granger, Polly Ann, -	<i>Bethany,</i> -	<i>Genesee.</i>
Groesbeck, Magdalen, -	<i>New-Scotland,</i> -	<i>Albany.</i>
Gilbert, Sarah Ann, -	<i>Seneca Falls,</i> -	<i>Seneca.</i>
Griswold, Henry, -	<i>Utica,</i> -	<i>Oneida.</i>
Gamage, Harriet C., -	<i>New-York,</i> -	<i>New-York.</i>
Gamage, G. W. C., -	<i>do.</i> -	<i>do.</i>
Howell, Charlotte, -	<i>Brookhaven,</i> -	<i>Suffolk.</i>
Husted, Lyman, -	<i>Manlius,</i> -	<i>Onondaga.</i>
Hickox, Heman G., -	<i>Portage,</i> -	<i>Allegany.</i>
Houston, Ellen, -	<i>New-York,</i> -	<i>New-York,</i>
Hull, Elizabeth Jane, -	<i>Brooklyn,</i> -	<i>Kings.</i>
Harding, Harrison, -	<i>Perrysburgh,</i> -	<i>Cattaraugus.</i>
Hall, Jacob Lewis, -	<i>Whitehall,</i> -	<i>Washington.</i>
Hollon, Sally Christina, -	<i>Utica,</i> -	<i>Oneida.</i>
Harris, Charlotte, -	<i>Jerusalem,</i> -	<i>Yates.</i>
Holt, Mary, -	<i>Albany,</i> -	<i>Albany.</i>
Hurley, Mary, -	<i>New-York,</i> -	<i>New-York.</i>
Johnson, Elias, -	<i>New-Paltz,</i> -	<i>Ulster.</i>
Jones, David, -	<i>New-York,</i> -	<i>New-York.</i>
Jones, Josiah, -	<i>do.</i> -	<i>do.</i>
Karnes, Margaret, -	<i>Leicester,</i> -	<i>Livingston.</i>

NAMES.	TOWN.	COUNTY.
Kennedy, Laura Ann, -	<i>Ellisburgh,</i> -	<i>Jefferson.</i>
Lum, Alonzo, -	<i>do.</i> -	<i>do.</i>
Laubscher, Mary Ann, -	<i>New-York,</i> -	<i>New-York.</i>
Limebeck, Lany, -	<i>Annsville,</i> -	<i>Oneida.</i>
Lake, Susan, -	<i>Poughkeepsie,</i> -	<i>Dutchess.</i>
Lettis, Gertrude, -	<i>Root,</i> -	<i>Montgomery.</i>
Latham, Jane, -	<i>Toronto,</i> -	<i>Upper Canada.</i>
Lockwood, Hiram T. -	<i>Colesville,</i> -	<i>Broome.</i>
Lagrange, Edith, -	<i>New-Scotland,</i> -	<i>Albany.</i>
Munger, Emery, -	<i>Warsaw,</i> -	<i>Genesee.</i>
Munger, John, -	<i>do.</i> -	<i>do.</i>
Marshall, George, -	<i>Southampton,</i> -	<i>Suffolk.</i>
Mills, John A. -	<i>Le Roy.</i> -	<i>Genesee.</i>
Martin, Eliza, -	<i>Albany,</i> -	<i>Albany.</i>
Merrick, George, -	<i>Adrian,</i> -	<i>Michigan.</i>
Milhench, Jane, -	<i>New-York,</i> -	<i>New-York.</i>
McCommisky, Francis,	<i>do.</i> -	<i>do.</i>
McManners, Ira, -	<i>Clarendon,</i> -	<i>Orleans.</i>
McMillen, Thomas, -	<i>Providence,</i> -	<i>Saratoga.</i>
McCarty, Betsey, -	<i>Albany,</i> -	<i>Albany.</i>
McDougal, Isabella, -	<i>Niagara,</i> -	<i>Upper Canada.</i>
O'Brien, Patrick, -	<i>Troy,</i> -	<i>Rensselaer.</i>
Osborne, Phoebe, -	<i>Castile,</i> -	<i>Genesee.</i>
Oliphant, John M. -	<i>Lockport,</i> -	<i>Niagra.</i>
Oakes, Deborah, Ann, -	<i>Islip,</i> -	<i>Suffolk.</i>
Paige, Anson F. -	<i>Owego,</i> -	<i>Tioga.</i>
Pierce, Andrew, -	<i>New-York,</i> -	<i>New-York.</i>
Person, Lois E. -	<i>Brandon,</i> -	<i>Franklin.</i>
Price, John, -	<i>Washington,</i> -	<i>Dutchess.</i>
Pelton, Orril A. -	<i>Perrysburgh,</i> -	<i>Cattaraugus.</i>
Pangburn, Mary, -	<i>Canajoharie,</i> -	<i>Montgomery.</i>
Reed, Charlotte A. -	<i>Sodus,</i> -	<i>Wayne.</i>
Reynolds, Cornelius H.	<i>Belfast,</i> -	<i>Allegany.</i>
Relyea, Cornelia, -	<i>Ulsterville,</i> -	<i>Ulster.</i>
Relyea, Hannah Jane, -	<i>do.</i> -	<i>do.</i>
Rogers, Catharine S. -	<i>Cedar Creek,</i> -	<i>Monmouth.</i>
Reid, Eleanor, -	<i>Argyle,</i> -	<i>Washington.</i>
Smith, Mary Jane, -	<i>Dekalb,</i> -	<i>St. Lawrence.</i>
Smith, Joseph H. -	<i>Warwick,</i> -	<i>Orange.</i>
Sweet, Martha, -	<i>Moreau,</i> -	<i>Saratoga.</i>
Smith, Harriet N. -	<i>Pomfret,</i> -	<i>Chautauque.</i>
Slater, William L. -	<i>Rye,</i> -	<i>Westchester.</i>
Swift, Ann Maria, -	<i>Manlius,</i> -	<i>Onondaga.</i>
Spafford, Emily, -	<i>Bergen,</i> -	<i>Genesee.</i>
Swaysland, Frederick, -	<i>New-York,</i> -	<i>New-York.</i>
Spicer, Allen W. -	<i>Hoosic,</i> -	<i>Rensselaer.</i>

NAMES.	TOWN.	COUNTY.
Skelly, Bridget, - -	<i>New-Paltz,</i> -	<i>Ulster.</i>
Simons, Phoebe Ann, -	<i>Oneonta,</i> -	<i>Otsego.</i>
Simkins, Miron, - -	<i>Chemung,</i> -	<i>Chemung.</i>
Stelle, Sarah, - -	<i>New-Brunswick,</i>	<i>Middlesex.</i>
Swan, George W. - -	<i>New-York,</i> -	<i>New-York.</i>
Shotwell, John, - -	<i>do.</i> - -	<i>do.</i>
Terry, Mary, - -	<i>Riverhead,</i> -	<i>Suffolk.</i>
Tice, Margaret, - -	<i>Paterson,</i> -	<i>Passaic.</i>
Toohy, John, - -	<i>New-York,</i> -	<i>New-York.</i>
Vandell, Emily, - -	<i>Staten-Island,</i>	<i>Richmond.</i>
Varino, William, - -	<i>Plattsburgh,</i> -	<i>Clinton.</i>
Van Norder, Nelson, -	<i>Troy,</i> - -	<i>Rensselaer.</i>
Van Riper, John, - -	<i>Paterson,</i> -	<i>Passaic.</i>
Van Benschoten, Lawrence,	<i>New-York,</i> -	<i>New-York.</i>
Vanderbeck, John Edward,	<i>do.</i> - -	<i>do.</i>
Worden, Rhoda, - -	<i>New-Paltz,</i> -	<i>Ulster.</i>
Wiley, Jerusha, - -	<i>Clinton,</i> -	<i>Dutchess.</i>
Watterson, James A. .	<i>Vernon,</i> - -	<i>Onedia.</i>
Wescott, Susan, - -	<i>Ithaca,</i> - -	<i>Tompkins.</i>
Waste, Livy L. - -	<i>Greenfield,</i> -	<i>Saratoga.</i>
Wheeler, James, - -	<i>New-York,</i> -	<i>New-York.</i>
Whitney, Marcus, - -	<i>Henderson,</i> -	<i>Jefferson.</i>
Williams, Laura, - -	<i>Troy,</i> - -	<i>do.</i>
Young, Louisa, - -	<i>New-York,</i> -	<i>New-York.</i>

Pupils supported by the State of New-York,	- - -	112
" " " Institution, - - -	- - -	14
" " " Corporation of New-York, - - -	- - -	3
" " " State of New-Jersey, - - -	- - -	8
" " " Supervisors of Montgomery county, -	- - -	2
" " " Supervisors of Dutchess county, -	- - -	1
" " " their friends, - - -	- - -	10
		<hr/>
		150
		<hr/>

APPENDIX.

NO. 2.

The New-York Institution for the Instruction of the Deaf and Dumb, its account current with the Treasurer, from January 1st, 1837, to January 1st, 1838.

EXPENDITURES IN 1837.		RECEIPTS IN 1837.	
Paid superintendence, professor, steward and servants,.....	\$8 353 13	Balance on hand, January 1st, 1837,.....	\$1,894 68
Groceries and provisions,.....	6 649 13	From Comptroller for State Pupils,.....	14,928 55
Fuel and lights,.....	1 595 82	Pay Comptroller, per act of April 3, 1834,.....	5,000 00
Building and repairs,.....	1 441 77	Pay Pupils,.....	1,907 69
Dry goods for clothing pupils, and cash advanced pupils,.....	1 275 31	Treasurer State of New-York, State Pupils,.....	1,073 33
Stock, tools, wages for book binding,.....	391 37	Corporator City New-York,.....	492 50
do. shoe shop,.....	556 04	Reagents of the University of New-York,.....	853 38
Stable account, cow, cart horses and smith's work,.....	724 74	Sales of clothing furnished pupils,.....	1,558 35
Table linen, furniture, beds, bedding, crockery and stoves,.....	711 87	Proceeds of place,.....	426 09
Hard and soft soap, and labor for washing,.....	630 65	do. shoe shop,.....	11 77
Gardener's wages, manure, tools and seeds,.....	463 97	Donations and Subscriptions,.....	9 00
Cabinet-maker's wages, stock, tools, &c., for cabinet-shop,.....	278 12		
Medicines and professional attendance,.....	303 13		
Books, furniture and crayons, for school rooms,.....	57 21		
Expense of delegation to Albany,.....	268 53		
Printing annual report, maps and views of Institution,.....	290 74		
Maps, plates, postage, stationery, rail-road fare and advertising,.....	90 00		
Insurance,.....	624 50		
Order of the Finance Committee,.....	1,007 15		
Balance on hand, December 31st, 1837,.....	\$27,573 48		
		Balance on hand, January 1st, 1838,.....	\$1,007 15

The above account has been examined by the Finance Committee, and found to be correct.
ROBERT C. CORNELL, CHAIRMAN.

NO. 3.

DONATIONS.

From Mrs. Kass, New-York,	\$ 5 00
" Miss Swift, Washington, N. Y.,	2 00
" Mr. Barlow, Bangor, Me.	2 00
	— \$9 00

" Mr. William Ayres, 1 firkin butter.

1 do. apple sauce.

" Executors of the late Lindley Murray, 6 copies

Power of Religion on the Mind.

From the editors of the Journal of Commerce their

	paper,	\$ 10 00
"	" Merc. Advertiser, "	10 00
"	" N. Y. Gazette, "	10 00
"	" N. Y. American, "	10 00
"	" Com. Advertiser, "	10 00
"	" Evening Star, "	10 00
"	" N. Y. Observer, "	2 50
"	" N. Y. Evangelist, "	2 50
"	" Christ. Intelligencer, "	2 50
		— \$67 50
		<u>\$76 50</u>

NO. 4.

SPECIMENS OF UNCORRECTED ORIGINAL COMPOSITIONS OF
PUPILS IN THE NEW-YORK INSTITUTION FOR THE
INSTRUCTION OF THE DEAF AND DUMB.

By a lad 13 years of age, under instruction nine months.

INSTITUTION FOR THE DEAF AND DUMB, }
New-York, July 14th, 1836. }

MY DEAR FATHER,—

I shall stay in the Institution four weeks. After school I shall go to New-Jersey with my father in August. I wish to see my father and sisters and brothers. I shall stay at home six weeks, and I come to the Institution of the Deaf and Dumb in October. I shall stay in school room & perhaps Mr. Taylor will teach me. I shall

stay in the Institution and learn a good book and three years a half. I wish to leave the Institution and I go home and see my father and sisters and brothers and friend and cousin. Perhaps I live home some years. I shall work in a large field and plough the ground.

Yours affectionately,

N. M. D.

By a girl 11 years of age, under instruction fifteen months.

A STORY OF BEASTS.

Mr. Peet called all the pupils who came up stairs to change their clean dress. They put on their bonnets and hats. Mr. Peet command they walk two and two into four cars. They arrived on the ground. They walked on the brick to the zoological Institution. They arrived at the building and they saw some beasts. Mr. Peet called them into the gallery. A large elephant come in around for them sit on the elephant, and some girls were very afraid because very deep ground for fall down. We rode on the elephant's brown back, and walked around the room. The elephant lifted a man from the ground. A man took care of all the beasts in the grates. Some men kept them. All the pupils done visited the beasts. Mr. Peet called all the pupils walk two and two and they walked in the street and arrived at the stairs and came into the Institution.

By a lad 16 years of age, under instruction fifteen months.

Last week Mr. Peet called all the pupils to come from the Institution. They went to the Stuyvesant Institute. They looked at some Indian's pictures and red and yellow faces with some instruments in the room. They left to come out of it. They then walked in the road along the street. They went to the Zoological Institute, when they looked at some elephants and Lions and other beasts, some girls sat together in the saddle on an elephant, and it walked in the circle. They having come to the Institution were happy. To morrow Mr. Barnard's class must learn geography. Yesterday Mr. Peet thought to wish to go to the city again. He called all the pupils to come to the Apollo. They all sat on benches behind each other to look at the Grand Coronation Dance. Some gentlemen played with musical instruments with their hands in the evening. They left to come from the Apollo together. They then went into the steam cars and sat in them. They come to the Institution at night. On the 30th November ago all the pupils did not work, but they like to visit their friends. Mr. Peet officiated in the chapel room. It was thank giving. Now some pupils work to make clothes in the Tailor's shop every day.

By a girl 13 years of age, under instruction two years.

A STORY OF A BAD BOY.

One day there was a bad boy who was crying near a well. While he was crying a man questioned him. Why did he cry? He answered him that he was afraid that his mother would be cross and punish him, because she had sent him to bring some water in a silver pitcher, and he had tied a string to the handle and let it down into the well and the string was broken. He was very sorry that his mother would be angry and punish him. The man told him that he would find the pitcher. He put off his clothes on the ground near the well and went into the well. The boy stole his clothes and ran away with them. The man searched but could not find the pitcher and he returned out of the well and saw no his clothes, and understood that the boy stole them. He was a very bad boy. The man was trouble because he had no his clothes.

By a lad 15 years of age, under instruction two years.

A HISTORY OF MY LIFE.

Fifteen years ago, I was born in Providence. When I was two or three years old, I could hear that my father talked with some strangers. I could walk on the floor a little, when I began to be very sick. While I slept in bed during the night, perhaps I did not know that I had been worse, because I was insensible as dead. When my parents brought me out of the bed, they did not know, that I would be sick, and they thought that I was very well, but they saw me and understood that I was sick, and they were sorry. They thought that perhaps I would die. While my own mother took care of me, my father rode on horse-back immediately to a doctor. He called the doctor to come to his house. The doctor made to give medicine to me, and I took the medicine and they hoped that I would be better. Then he went home. My mother took care of me, and I became better, when I could not hear any man, who talked with another man because I had been sick, and I was a Deaf and Dumb boy. When I became better, I could walk a little, and my mother brought me out of the house to walk about the road near the house in the cool country. When I was very well and grew up about three or four years old, perhaps my mother let me play in cool country, but I do not know that she let me play. When I grew up about ten or eleven or twelve years old, my father made me work at many things some years, I did not know that God lives in heaven, and I did not know hell because I had been ignorant, but my sisters and brothers taught me a little.

about God, I thought that perhaps the moon was God, but I was not sure, and I did not know how God lived in heaven. Then I thought that perhaps the moon would strike me, and I thought that perhaps my parents were strong, and would fight the moon, and it would fail, and I mocked the moon, I was not sure, what it was, because I had been ignorant and I was very superstitious. Then my father told me, he would go to New-York with me. I had seen some Deaf and Dumb before I came to New-York but I never saw many strange pupils in the Institution, but I have seen a few Deaf and Dumb in Saratoga. When my father went home, I stayed in the Institution, I liked to talk with the other pupils, and I became friend of the pupils. My teacher taught me as the pupils to improve. He often taught in the Bible, and they knew about God and I was soon in the Bible. Now I like to learn for improvement. When I leave the Institution, I shall go home, and perhaps, I shall live there, but I do not know where, I shall live.

By a girl 15 years old, under instruction three years.

STORY OF THE PRODIGAL SON.

Many years ago while Christ was on the earth, he told a story to his disciples that a man had two sons. The older son was always obedient to his father. He loved to stay with his father at home and attend to his business. He was a man of great industry and of gravity. But the younger son did not like to live with his father, because he wished to be independent himself. He was a very careless and gay young man. He was desirous to travel to a far strange country without his father. One day he asked his father to divide his property and give a portion of it to him and the older son. And his father did so. He took his money and prepared his clothes and when he was all ready, then he left his father and all his family and went into a far strange country. His father was very sorry because his son left him. He was a very good and kind man. While the younger son staid in the country, he wasted many new and fine clothes and drank intemperately. He gambled with some wicked young men for many days. When he had spent all his money, he became poor. His fine clothes became ragged. He had no food and sleeping place and kind friends. They forsook him because he became poor. He was ashamed of begging food to eat. He rose and went to a rich man and asked him, if he would let him work at his business for several days. But the man sent him into his field to take care of his hogs. He went into the field to take care of them. He did not like to stay with them in the field. He had no good food. He was obliged to eat the husks with the hogs. Nobody had given food to him. The younger son was

very unhappy to stay in the field. One day he sat upon a stone and began to consider his bad conduct. He thought that his father had rich food and a good house and many hired servants but the son perished with hunger. He wished to live with his father again but he feared that his father would banish him. But he was mistaken. His father was very kind and tender. The younger son determined to go to his father and say to him that he had sinned against Heaven and before him, and ask his father to make him as one of his servants. He told his father that he would not be called his son. Then the younger son rose and wept to his father, but he saw his son coming toward him and ran to meet him and fell on his neck and kissed him although he was ragged and dirty. His son begged his father to pardon him and they wept. He asked his father to make him as his servant, but his father did not let him be as his servant. His father told his servant to bring his best robe and put it on him and put a ring on his finger and shoes on his feet. His father was very glad to meet his son again. His servant killed a calf and gave it to them to eat it. His son was very happy to live with his father again.

By a young lady 22 years of age, under instruction four years.

THE ANCIENTS.

People who lived previous to the commencement of the christian era are called ancients. Their customs and morals were quite unlike ours at the present time, and people have been changeable in all ages and among all nations. They had no such fine dresses as are worn by the moderns, for the art of making them was not yet known, but they clothed themselves in loose robes which reached the ground when they walked, and were of various colors. The men also wore girdles around their waists, and some of them wore turbans on their heads, as John the Baptist was clothed in camels hair with a leather girdle about his loins; and on their feet they wore sandals which were made either of wood or leather, and fastened to the bottoms of their feet by means of strings, while the upper part of the foot was left uncovered.

When they met their friends they saluted them by bowing themselves with their faces to the earth, sometimes kissing it, to prove that they had great respect for them, and when they were mourning for their friends they rent their clothes, and clothed themselves in sackcloth, and put earth upon their heads, and when they met any of their friends they wept aloud to show that they regretted the loss, as king David commanded all of the people to clothe themselves in sackcloth when they mourned for Abner, and as Job put on sackcloth and sat in the ashes when he was afflicted of God.

When they sat at meals they did not sit on chairs, but inclined one's

head upon another's breast, as John leaned his head upon Christ's bosom at supper, and they had only one dish for all. Sometimes they used neither knives or forks but took the food in their hands, which is at the present time common among the Turks.

Their mode of traveling was inferior to what it is at the present day. They traveled on camels and mules as Rebekah rode a camel when she came to meet Isaac. No such noble ships as ply about on our oceans were then known among them, but they had a few small vessels which they kept near the coast because they had no compasses to guide them. This was before the invention of steam, or Locomotive engines, or Rail-Roads so that they traveled in a day only about as far as we can in one hour.

Their houses were built with flat roofs thatched and with a court in the centre, there were no glass windows, no wooden floors, but they had earthen floors. They usually lived in tents as Abraham and his family dwelt in tents. But there were some very magnificent buildings and splendid cities. The city of Babylon was a very splendid city, and also the city of Jerusalem in which the celebrated temple was built, and at Rome there was an Arch which was a great wonder, and Josephus gives an account of it, and some other Roman and Greek historians also describe it.

One man was formerly allowed to marry several wives as king David married six wives, (II. Sam. III. 5.) and king Solomon married seven hundred wives, and also had three hundred concubines. When one wanted a wife he did not go to find one for himself, but a servant was sent to find one for him, as Esther was sent for by a servant for Ahasuerus.

Among the ancients ignorance, superstition and gross ideas prevailed, but there were some learned and eloquent men in Greece and Rome, as the poet Homer lived in Greece in 886, B. C., and besides him there lived Horace and Virgil and some other Roman poets, and there were some eminent philosophers as Socrates, Diogenes, Plato and others who are much distinguished at the present day. Lycurgus was a lawgiver in Sparta, whose laws and regulations have rendered both himself and his country celebrated, and Josephus was a historian whose history is much studied at the present time.

The ancients had kings to reign over them, but there were no Republican governments except Greece and Rome both of which were Republics. Many other countries were governed by tyrannical and cruel rulers as in 626, B. C. Corinth was governed by a tyrant named Periander. Before the Jews had kings to govern them they were governed by Judges, as Samson was a Judge and Eli was a judge forty years in Israel.

Such false religion prevailed among them, because they had no Bibles, but in that part of the world where Noah and his descendants first settled, true religion prevailed, yet it became corrupted by many absurd notions being introduced there. They then worshipped false

Gods, and some worshipped the sun, moon and stars, and in Egypt a cow was worshipped because she was thought to be sacred. Sometimes they sacrificed human beings thinking to please their idols. But there were some regular forms of true religion, and many sacrifices were offered to God in atonement for sin. If we had no Bibles we should be like them, but now the Bible is open before us and it plainly shows us a better way. How grateful should we be for having the Bible and claim it as our most precious treasure.

What a great and wonderful difference do we see between the ancients and moderns.

By a lad 15 years of age, under instruction five years.

AN ACCOUNT RESPECTING THE PROCESS OF BOOKBINDING.

After the sheets for many volumes are finished in the printing office by the printers, they are transported to the bookbindery by mean of carts or some other carriages for the purpose of being folded and bound. The bookbinders carry the printed reams of paper up stairs for the ladies or girls to fold them and sew them with white thread, and they cut off the strings which tie the reams. When they have done it, the ladies take off the ten quires together each above one another in one ream to fold them with ivory folders and place the sheets in piles on the table. They then gather the signatures and collate them properly and shake them on the ends even, and afterwards one of the men brings them and puts them on the boards in order to be pressed in the standing press, and he also shakes them smooth on the pressing boards which belong to it. Afterwards he places one board on and then he puts more sheets upon the smooth board, and he also lays another board on and again he places the boards between several sheets, and so on till there are enough, and then two or three men lift them into the standing press for it to press them with the bar strongly from the morning to the afternoon or all night.

After a long while they unscrew the press and they pile the books between the two small boards for him to saw the lines of the backs by the aid of a saw. He afterwards pushes down the work in a lying press to be squeezed in it and sawn. After this is done, he takes them out of it and the girls tie the sewing presses with the twines for sewing the lines of the backs which is done by needles and thread. They sew them carefully and orderly according to the signatures.

When they have sewn them, in the first place, the bookbinders paste together the two outside blank leaves of each book with the paste brushes and when they become dry, they shake the backs of the books. Secondly, they strike them gently and they also glue up the backs, and when the glue is dried again, they pound the backs to make the backs round and they press the works in the lying press with the backing

boards so that the bookbinders can hammer on the backs. They use the shears to cut out a kind of thick paper for the covers of the books, and the plough is used to cut them off even and they are joined in the grooves to the backs by strong twine. When the paste boards are joined with the backs they lay them on the boards with the backs out and they do them all alike. These books are impressed with force in the standing press for a long while and they cover the backs with paste. Afterwards they are taken out of it and the bookbinders press them in the lying press with the press-pins to cut the edges of the books with the ploughs and they sprinkle the colors on the edges and cut off the back corners of the covers.

They next cut out the cloth or marble paper for the headbands. The workmen then fix the cloth or marble paper which they had before pasted and set them upon the strings for the head bands and fold the cloth or marble paper on the strings. At that time they cut them into pieces and glue them on the heads of the backs and put the paper lining on the backs. Later in time, cutting the leather or cloth, they paste the leather or glue on the cloth with the glue and they cover the volumes with them which have been previously wet. The journey-men also repairs the leather or morocco which may be imperfect and he wipes off the paste which may be on the leather. Then he sprinkles the various colors on them with a brush or squeezes the colors upon the leather from a sponge, and pastes the red or black leather on the backs for the titles. Sometimes the journeyman brightens the edges with the burnisher which had not been heated. After this, the blank-leaves are pasted to the covers by him, and they are pressed in the standing press for a little while, till he takes them out of it to gild with gold leaf the backs and outside and edges of the covers with brass rolls of all kinds which are heated by the fire for this purpose. When the books are all bound, they are sent to the booksellers or publishers to be sold to the people, and the booksellers or authors or owners are indebted to the bookbinders for the binding of their books. I am pleased with the trade of a bookbinder.

THE FOLLOWING EXAMPLES WERE WRITTEN BY DIFFERENT
INDIVIDUALS OF A CLASS OF FIFTEEN PUPILS.

Although.—The steamboat Caroline, of Buffalo, used to ply between Buffalo and Schlosser, near Navy Island, on the River Niagara. On the 29th of last December, at night, the Royalists rowed to the Caroline in five boats, and captured one of the thirty three men in it, as their prisoner, but about thirty persons escaped from it and nine are missing. They then set it on fire, and let it float on the river

•

till it was destroyed by falling down the Niagara Falls, *although* they knew before that it would rouse the people of the United States.

Galileo knew that the sun remained immovable in the Universe, and the earth moved around it, *although* the people did not believe him when he had told them about it, and they wished to torture him in the inquisition.

Therefore.—Rev. Mr. Wolff thought that the people are ignorant, and he was desirous to preach the gospel to them, *therefore* he determined to go to Africa, Arabia, India, and many other countries.

Read.—The wise people can understand to *read* the Hebrew language in which the Old Testament was written by Moses, Samuel, David, and the prophets Isaiah, Jeremiah, and Daniel.

Many years ago, when people were forbidden to *read* the Bible, a very celebrated Reformer, Martin Luther; who lived in Germany, had the Bible translated into the German language, and he also preached with great boldness in favor of it, yet he was ordered by Pope Leo X to be punished or to leave his preaching. But he regarded not the threatnings of the Pope, and continued to preach.

Imagination.—I see in my *imagination*, that my father teaches my brothers and sister, or he reads newspapers during this evening and my dear mother is knitting but one of my youngest brothers plays with things, unless, as I am afraid, he is sick.

Ignorance.—We were in *ignorance* when Gen. Dix, the Secretary of this State, selected us for the purpose of coming to this Institution to learn, and we here endeavor to write correctly and become wise in about five years.

The Abbe De L'Epee, who was a very kind and benevolent man in France, found two deaf mute girls who were in *ignorance* there, and he conceived this plan, that he would begin to teach them by signs. So they commenced to spell letters and they attempted to study the languages and they learned grammar and wrote compositions themselves. So they were educated in France.

Quickly.—Children can *quickly* understand their kind parents who say to them that they are desirous that they should be good children although they sometimes disobey their commands.

When Nero heard that Galba, who was the governor of Spain, had declared against him, he was filled with terror, and sought an opportunity of terminating his life by taking poison from one of his friends; but this was refused him. He then attempted to escape *quickly* to a distant place by hiding his face with his handkerchief, and riding his horse, which took fright and his handkerchief fell from his face, so that he was recognized by a soldier; and in a few days,

when he heard that Galba was chosen Emperor, in his place, he terminated his miserable life with a dagger in the house of a friend.

Astronomy is the science which describes the sun, moon, stars, and all the planets by which we have an idea of the surprising power of the Supreme Being whose wisdom is displayed in all the works of creation every where in the mountains, volcanoes, oceans, seas, lakes, and rivers, which I think may be found in all the heavenly bodies.

It is the science that describes the sun, moon, stars and other heavenly bodies.

Geography teaches about the diameter and surface of the earth. The Geography has two geographies, viz. Civil Geography and Natural Geography. Civil Geography teaches us of empires, governors, and kings. Natural Geography teaches us in respect to mountains, vallies and seas.

Arithmetic teaches us how to use numbers for gaining results in doing business.

Arithmetic is the science of computation by which, if we know it, we can buy and sell things.

Chronology—is an authentic account of dates necessary in learning history.

A register of dates is called *Chronology* which is very profitable in learning many different kinds of histories which we can study while we are here five or six years, so that when we leave here, we will never forget the words so that we will have strong minds with which we can talk with the wise gentlemen about foreign things.

By *Chronology* we can acquire a knowledge of what are the periods mentioned in the ancient and modern histories. It is very useful for us to know when persons were born or they were killed by men of war, or drank some poisons, or what were their ages when they died.

Biography.—A writer tries to acquire much knowledge of a person's life, faults, excellencies, faculties, acquired talents, parentage and education, and he judges himself that it is so good that he may give a description of the man in a book entitled *Biography*.

Biography is the History of the life and character of a particular person.

History is an account of past events which people like to study. It formerly was written by the wise men Rollin, Josephus, &c. who made known important and interesting facts to the people by their books of history.

History is the relation of facts and events which have taken place

in past time, and is a very important and pleasing study. It enables us to become familiar with the different manners and customs of all ages and nations. It is divided into general and particular, ancient and modern history. Ancient History commences with the creation and extends to the commencement of the Christian era. Modern History begins from that time and extends down to the present time. General History is that which treats of nations, &c. It may be divided into Sacred and Profane. Particular history is composed of Memoirs, Biography, &c. Sacred history is that which is recorded in the Bible, and Profane history is that which is not recorded there.

REPORT

OF THE SUPERINTENDENT OF COMMON SCHOOLS, ON THE EDUCATION
OF THE DEAF AND DUMB.

STATE OF NEW-YORK, }
SECRETARY'S OFFICE. }

Albany, 22d January, 1838.

TO THE LEGISLATURE.

The Secretary of State, in the capacity of Superintendent of Common Schools, has the honor to present, in obedience to the requirements of the Revised Statutes, in relation to the instruction of the Deaf and Dumb, the following

REPORT:

The public education of the Deaf and Dumb in this State, is now confided exclusively to the Institution in the City of New-York. Until the year 1836, twenty-four State pupils were instructed at the Central Asylum in the town of Canajoharie, Montgomery county. The whole number of pupils in this Institution, when its final annual report was made, was thirty-one, two of whom were supported by the county of Montgomery, five by their friends, and twenty-four by the public bounty.

The experience of several years had satisfactorily shown that the Institution last mentioned was not calculated to effect the object in view of its establishment. Its means were extremely limited ; and although no zeal or exertion was wanting on the part of the persons to whom its management was confided, it was found nearly impossible to attain the same degree of success which distinguished the course of instruction in the larger and better endowed Institution in the city of New-York. The consequence was, that the pupils in the former were not prepared

for filling the respectable and useful places in society, which a more complete education would have enabled them to take and maintain. The plan of breaking up this establishment and concentrating the patronage of the State on a single Institution had, for this reason, been several years in agitation previous to 1836, and the measure had been repeatedly recommended by the Superintendent of Common Schools. The only question which presented any embarrassment was, as to the proper position for an institution, which was to supply the wants of the whole State, and to become the recipient of its undivided bounty. The arguments in favor of a central situation were fully considered by the Legislature during several successive sessions, and in the year 1836, it was determined, with entire unanimity, to allow the Central Asylum to be discontinued, and to transfer the State pupils, receiving instruction in it, to the New-York Institution. It was conceived that the large investment which had been made in grounds and buildings connected with the latter, the completeness of the establishment, its vicinity to a large city abounding in objects of instruction, and affording the means of communicating conveniently with other countries, as well as with the various sections of our own, and the inconvenience of breaking up a well regulated institution and forming a new one in a remote part of the State, would far outweigh any benefit to be anticipated from a change of position. Accordingly about the time of the expiration of the acts making provision for the education of the State pupils in the Central Asylum, a law was passed, chap. 511, of the laws of 1836, authorising the State pupils to be continued and supported in it until they could be removed to the New-York Institution. The directors of the former were also authorized, after such removal, to sell and convey the property of the Institution, and to apply the proceeds to the extinguishment of its debts. The Central Asylum being almost exclusively dependent for its support on the public bounty, and the Legislature having refused to renew

the provisions of law, on which it was thus dependent, the discontinuance of the Institution followed as a necessary consequence.

On the 30th April, 1836, a law was passed, chap. 228 of the laws of 1836, renewing the charter of the New-York Institution for the term of twenty-five years, and authorizing the directors to receive three more pupils from each senate district, thus making provision for the whole number on the State list, at the central Asylum. By the same act, the laws making appropriations of money for the support of the Institution, were continued in force.

Twenty-four of the pupils at the Central Asylum were transferred to the New-York Institution, in May, 1836, accompanied by Mr. O. W. Morris, the principal instructor at the former, who was received, and remains as an instructor at the latter. Twenty of the pupils thus transferred, were supported by the State, two by the county of Montgomery, and two by their friends.

The whole matter of the education of the deaf and dumb in this State, being now confided to the New-York Institution, the duty of the Superintendent of Common Schools in relation to that subject, is necessarily confined to the examination of this Institution, selecting the pupils to be educated in it, and making a report to the Legislature on matters connected with its course of instruction, its regulations, and its general management. Since the discontinuance of the Central Asylum, he has made two visits to the New-York Institution, the last of which was on the 9th November, 1837, when the classes were critically examined, in connexion with a board of visitors appointed by him. The authority to make the appointment is given by sub. 3 of section 2, page 497 of the 1st vol. of the Revised Statutes. Although the authority has not been exercised for several years, the discontinuance of one of the institutions for the education of the deaf and dumb, and the concentration of the patronage of the State on the other, was deemed to present a fit occasion for causing a careful examination to be made, by disinterested

persons, into the condition of the latter. Messrs. John Targee, William L. Stone, Walter Bowne and Prosper M. Wetmore were accordingly requested to officiate in the capacity of visitors to the Institution, at the examination to be made on the 9th November. These gentlemen, with the exception of Mr Targee, were present at the time appointed, and were engaged in the examination from an early hour in the morning to a late hour in the afternoon. Their report, which is herewith transmitted, and marked B, contains a full and accurate account of the proceedings during the day ; and its views will doubtless receive from the Legislature the attention due to the ability with which it has been prepared, and the reflection which those gentlemen have bestowed upon the subject. The manner in which they have performed their duty, renders it unnecessary for the Superintendent to enter into a detail of the examination. Indeed from him little more can be requisite than to present a general view of the existing provisions of law for the education of the deaf and dumb in this State, the extent to which they are executed, and to suggest some improvements in the system.

Appropriations for the Deaf and Dumb.

The New-York Institution is authorized to receive fifteen State pupils from each Senate district, or one hundred and twenty in all, at an annual charge of one hundred and thirty dollars each. The whole amount authorized to be charged by the Institution, for the support and education of State pupils, is therefore, \$15,600 per annum.

There is also in force a law authorizing \$5,000 per annum to be paid for the support of the Institution.

The whole amount, therefore, which the Institution may receive in each year, from the public treasury, is \$20,600. The list of State pupils is not always full, so that the sum actually received by the Institution usually falls somewhat short of that amount.

Number of pupils under instruction.

The whole number of pupils under instruction in the New-York Institution on the 1st of January, 1838, was 150. Of this number, 112 were supported by the State of New-York, 3 by the corporation of the city of New-York, 8 by the State of New-Jersey, 14 by the Institution, 2 by Montgomery county, 1 by Dutchess county, and the residue by their friends.

The existing provisions of law are amply sufficient to secure the education of all the deaf and dumb children in the State, who are fit subjects for instruction, and who can be induced to enter the Institution. In the annual report of the Superintendent for the year 1836, in relation to the deaf and dumb, Senate Doc. No. 47, page 8, some statistical calculations were presented, which show the probable wants of the State; and, in connexion with them, a statement is given, of the difficulties which had been experienced in bringing into the two institutions then existing, all whose intellectual capacities were such as to enable them to profit by the established course of instruction. These difficulties still continue. With every exertion to fill vacancies, the State list is not complete. Of 34 pupils selected for the year 1837, only 22 accepted, and of these, only 20 have appeared at the Institution. The applications for admission each year always fall far short of the number of vacancies. The Superintendent of Common Schools, to whom the power of selection is confided, has, therefore, no alternative but to choose from the names returned to him by the overseers of the poor of towns. These returns are exceedingly imperfect, although a circular letter was addressed to the overseers of all the towns in the State, a few years since, calling on them to perform their duty in this respect. The duty is altogether neglected in some cases, as is shown by applications for admission from persons whose names have never been returned to the Superintendent; and it rarely appears from the returns of the overseers whether the parents of

the children are willing that they should receive the benefits of instruction. In many cases, parents utterly refuse to part with their children, sometimes from misdirected fondness, and sometimes from an unwillingness to dispense with their services at home. These difficulties in filling vacancies will doubtless continue, notwithstanding every exertion to convince parents of the injustice and cruelty of withholding from their unfortunate offspring, whether from mistaken attachment or from the mere sordid consideration of deriving a pecuniary profit from their labors, the benefits of instruction ; and thus consigning them for life to a condition of intellectual darkness and degradation, which unfits them equally for becoming useful members of society, and from justly appreciating their responsibilities as moral agents. In the year 1836, one of the instructors of the New-York Institution, during the summer vacation, visited almost every section of the State, for the purpose of prevailing on the parents of the children selected as State pupils to send them to the Institution. But with all the advantage of personal explanation, it was impossible in many cases to overrule the objections which were raised. These circumstances are mentioned with a view to corroborate the position before stated, that no further provision for the instruction of the deaf and dumb in this State, will be required for many years to come.

Lodgings and accommodations of the Pupils.

The accommodations of the pupils at the New-York Institution are ample and of the first order. The recitation and recreation rooms, the refectory and lodging apartments, are conveniently arranged, and are kept in a neat and orderly condition. In case of sickness, the pupils are removed to a separate apartment, where they remain while under medical treatment. At the time of the examination in November, this apartment was happily without an occupant. The health of the pupils is carefully attended to, especially by enforcing a rigid compliance with the

regulations which have reference to personal cleanliness. The establishment is amply supplied with washing and bathing apparatus, and frequent ablutions are exacted of the pupils, as a matter of internal police. No change seems to be required in any matter relating to their personal accommodation, except in lodging ; and the present arrangement is not deemed particularly objectionable. The lodging rooms are large, airy and well ventilated. The beds are excellent, and the bed clothes neat and abundant. The bedsteads are double, and are calculated for lodging two pupils each. As a permanent arrangement, it would doubtless be an improvement, to give each pupil a separate bed. The expense of the change would, however, be considerable ; and its importance is not deemed so great as to require it to be made, until a favorable opportunity shall be presented for the purpose.

The food provided for the pupils is abundant, wholesome and well cooked. The officers of the establishment have their table in the same apartment with the pupils, and it is supplied in all respects with the same articles of food, cooked at the same time, and in the same manner. This arrangement affords in itself the best security against any abuse or neglect in this essential part of the establishment.

Government and Police.

No improvement in the government of the Institution, or in its police regulations, seems to be required. The supervision of the principal is characterized by a union of mildness and efficiency, which leaves nothing to be desired. The pupils appear to be under perfect subjection to authority without feeling it to be oppressive or rigorous. In this respect, indeed, the administration of the establishment resembles the management of a family rather than that of a public institution.

Entire order and neatness are maintained throughout the es-

tablishment. In neither respect was the Superintendent able to discover any deficiency or suggest any improvement.

System of Instruction.

On this subject the accompanying report of the visitors is so full that any further remarks are almost unnecessary. As they have justly observed, the great object of the plan of instruction is to enable the pupils to communicate readily with others by means of written language. To this leading purpose all the intellectual operations of the system may be considered in some degree subservient : and in accomplishing it the minds of the pupils are wisely exercised with the topics best calculated to store them with the greatest amount of practical knowledge. The higher departments of intelligence are, however, open to each pupil to the extent of his capacity to understand the subjects peculiar to them. The proficiency of the pupils in mastering those subjects which lie beyond the dominion of the senses, is necessarily limited, with every advantage of instruction, by their intellectual capacity, and it, therefore, differs materially in different individuals. Many are incapable of improving in this respect beyond a certain point. It however rarely happens that a pupil cannot be impressed with a perfect conception of his moral dependence, his social obligations, his responsibility as an intellectual being, and the reward or punishment which is expected to attend upon a faithful discharge or a wilful violation of social and moral duty. It is still more rare that a pupil, on the completion of his course, is not able to communicate in written language with sufficient facility to make himself understood, and to understand others in all the ordinary transactions of life ; and this, as has already been observed, is the main object of the system.

The case of Miss Mary Jane Smith, of De Kalb, St. Lawrence County, whose examination is given in detail in the report of the visitors, is a remarkable instance of proficiency. She has been but four years at the Institution, was by no means advanced

when she entered, and yet she has a perfect command of written language, and as accurate and discriminating a conception of the shades of difference in terms as though she had acquired her knowledge by oral communication. She is now at that point from which her future progress is likely to be more rapid than it has been at any previous time, and at the end of another year, when her term of instruction will expire, she will, doubtless, have attained a degree of improvement which will reflect great honor on herself and on the Institution.

Trades.

One of the most useful features of the system is that, which by teaching each pupil a trade, prepares him for supporting himself by the labor of his own hands, and thus renders him independent of the aid of his friends and of the public. If this was the only beneficial result of the system, it is believed that it would amply repay the expenditure upon it. A large portion of the pupils are of families in extremely indigent circumstances, and without the advantage of an apprenticeship in some useful art, they would be a burden on their friends or the public through life, whereas by supporting them for five years and teaching them a trade, they not only become independent of the aid of others, but the community exchanges unprofitable consumers for producers, and in the end is, perhaps, fully repaid the expense which it has incurred in preparing them for usefulness. There are a few instances in which pupils, instead of learning a trade, are employed in agricultural occupations, either by their own desire or that of their parents. The extensive grounds connected with the Institution afford the opportunity of gratifying their wishes, and at the same time of saving the expense of hiring laborers for cultivating that portion of the land which is set apart for raising vegetables for the consumption of the inmates of the establishment.

Age of Admission.

Experience has satisfactorily shown that the age at which pupils are allowed to be received into the Institution is in general early for their own good. There are some instances in which children of ten years of age are as capable of profiting by the course of instruction as they would be at a more advanced period but these cases are extremely rare. And the instances are still more rare in which the pupil is as well fitted at fifteen years of age (the period at which his education terminates, if he is admitted at the age of ten years,) to relinquish his connexion with the Institution and enter on an independent career of life. Indeed, from the age of fifteen to eighteen the mind of the pupil may be considered ripe for instruction, and if his course of study and discipline terminates at the very time when his capacity for improvement is greatest, he loses much of the benefit which he would otherwise derive from it. Besides he is thrown upon his own resources at a period when temptation is most dangerous and before his habits have become so fixed as to afford the assurance that they may not be unsettled by releasing him prematurely from the salutary supervision and discipline to which he has been accustomed. It is, therefore, conceived, that no pupil should be allowed to commence the course of instruction under twelve years of age. When it is considered that the term is limited in its duration, it is believed that the propriety of the measure will be manifest. Indeed, it may be fairly inquired, whether a pupil in full possession of the faculties of hearing and speech, would not be likely to profit more by a course of instruction commencing at twelve years of age than at ten years, if its duration were limited to five or six years? If this inquiry may, as is believed, be answered in the affirmative, the argument in favor of commencing the course of instruction at twelve years is much stronger for the deaf mute, whose intellectual faculties are developed more slowly and with greater difficulty for want of the a

of those physical organs, of the exercise and use of which a defect of organization has deprived him.

Duration of the Course.

It has been suggested that the course of instruction, which is now limited to five years, should be extended to six. The report of the visitors presents some views of the necessity of this measure, which are worthy of consideration. The course is, as will be seen, more restricted than in most European institutions. Should the Legislature not deem it advisable to make the extension of the course absolute in all cases, every beneficial purpose would be answered by authorising the directors of the Institution, with the consent of the Superintendent of Common Schools, to retain any pupil for a period not exceeding two years beyond the present term. It is not probable, if this authority should be given, that the term of instruction would be extended beyond six years, excepting in extraordinary cases. The objection to making the extension of the term absolute in all cases is, that there are many pupils whose intellectual capacity is such that they are incapable of deriving any benefit from the course after the expiration of five years, and to continue them for a longer period would be a useless expense to the State.

Should the Legislature think proper to make the provision suggested, with regard to the age for admission, and the duration of the course, it is believed that all the necessary means will be secured, for conferring the greatest possible amount of benefit on the Institution and on the unfortunate class of persons for whom it is maintained.

Education of Deaf Mutes by Counties.

It has been observed in previous reports, that the supervisors of counties are authorized to send indigent deaf mutes to the New-York Institution to be educated at the expense of the

counties sending them. This authority is now exercised by the counties of Montgomery and Dutchess, the former of which supports two and the latter one pupil at the Institution. The county of Albany pays annually the expense of clothing two deaf mutes, whose parents are unable to make this provision for them. The county of New-York has usually supported eleven pupils at the Institution. The ordinance making this provision has recently expired, but it is expected that it will be renewed by the Common Council at an early day. In some instances children are not sent to the Institution on account of the utter inability of their parents to clothe them; and as the State pays only the expense of board and tuition, they are, for want of an inconsiderable annual contribution wholly deprived of the benefits of instruction. In such cases, ought it not to be made obligatory on the counties to furnish clothing? The expense does not exceed twenty dollars per annum for each pupil, and few counties would be called on to make provision for more than two or three individuals. The Superintendent of Common Schools begs leave to refer to some suggestions on this subject in Senate document No. 47, of 1836, page 13, and Senate document No. 41, of 1834, page 21.

By the reports just received for the year 1837 from the superintendents of the poor of fifty-one counties, it appears that there were in the poor-houses of those counties on the 1st December last fifty-seven deaf mutes, twenty-five of whom were between ten and twenty-five years of age. This number will probably be augmented by the reports of the five other counties, which have not yet been received. Many of these individuals are unquestionably fit subjects of instruction. Without the benefit of a proper course of education and training to some handicraft, they will probably be a perpetual charge upon the counties. Each one costs the county, on an average, between \$30 and \$40 per annum, whereas, by incurring an extra expenditure of about \$100 for five years, these unfortunate per-

sons would ever after be able to provide for themselves. On the score of economy alone, the county would in most cases be a gainer; and when the inestimable benefits conferred on the unhappy subjects of its bounty by opening to them a knowledge of their moral duties and responsibilities, and by rendering them respectable members of society, are taken into the account, the argument in favor of making the required provision commends itself with additional force to the approbation of those to whom it is addressed.

A list of the State pupils selected for the New-York Institution to fill vacancies for the year 1837, is annexed.* There are now eight vacancies on the State list. Several of these were occasioned by the failure of pupils to return to the Institution and complete their course at the close of the summer vacation. Had these vacancies been anticipated, some of them at least might have been filled.

JOHN A. DIX,

Sup't of Common Schools.

* The list of State pupils selected by the Secretary, marked A, is omitted.

REPORT OF THE BOARD OF VISITERS.

(B.)

New-York, December 30th, 1837.

To the Hon. JOHN A. DIX, Secretary of State :—

SIR—Having been honored by you with an appointment as a Board of Visitors to the Institution for the Instruction of the Deaf and Dumb in the city of New-York, a compliance with your request to furnish a report of the observations made by the undersigned, during the examination which took place on the 8th of November, as well in regard to the process and progress of instruction, as to the internal police of the establishment, it is a labor which we shall very cheerfully perform. Your own presence and participation in the examination will, moreover, essentially lighten the labor of preparing the report, while, at the same time, you will be enabled, from your own minutes and observations, to supply deficiencies, and also to correct such errors as may arise, either from inadvertence or misapprehension, on the part of the undersigned.

Familiar, sir, as your mind must have become, from the particular attention which you have yourself paid to this subject, and also from the contents of the series of very able and valuable reports of the Directors of the Institution, put forth annually, since its re-organization in 1830, it can hardly be necessary for the undersigned to enter upon a history of the science of teaching the deaf and dumb, or the progress of instruction in this or other lands, since the philanthropy of De l'Epée in-

duced him to devote his life and fortune to the cause in France, and the benevolence of Gallaudet carried him thither, to qualify himself for introducing the system into our own country.

Twenty years have elapsed since the return of Mr. Gallaudet, and the foundation of the Institution at Hartford, and nineteen since the establishment of the New-York Institution. A similar Institution of respectable standing has likewise for several years existed in Philadelphia, from all of which reports have been put forth annually, leaving the reading public but little to learn as to the history of this most important and most interesting department of science and public benevolence, save in respect to the improvements in the art that have from time to time been made by the American professors. These, it is gratifying to the undersigned to believe, have been as great upon the system of De l'Epée and Sicard, as was probably that of those eminent philanthropists upon the first rude system devised at Heildelburgh, in Germany, in the latter part of the fifteenth century.

With these brief preliminary remarks, the undersigned proceeded to discharge the duty immediately in hand.

The attention of the committee was first turned to the intellectual department. This is conducted under the direction of the principal, by eight professors, and one assistant teacher, who is a deaf mute, and who received his education at the Institution. With several of these professors, as also with the principal, some, at least, of the undersigned have had the pleasure of an acquaintance of several years, during which they have been attached to the Institution. These, of course, and indeed all but two of the instructors, have had the advantage of considerable experience. The two exceptions are young gentlemen of liberal education, recently appointed to fill vacancies, and have been placed in charge of classes just entered. Several of the number are gentlemen of uncommon talent; and, taken together, they are believed to constitute an intellectual corps which would not suffer on a comparison with any

other engaged in the same cause, in any one institution, in this country or abroad.

The examination of the several classes was necessarily brief, and to a degree superficial. Still, it was sufficiently thorough to enable the committee to arrive at conclusions, as well in regard to the efficiency of the method of instruction, as to the capacity of the instructors, and the signal benefits derived from the Institution by that unfortunate class of our fellow beings, who have so justly been made the recipients of the public bounty within its walls. The classes are nine in number, each under the direction of a professor, who remains connected with them during the whole term of their education. This rule, at least, is observed as strictly as circumstances will allow, where changes are occasionally inevitable. These changes are of course necessary, when, from the unequal intellectual organization of the pupils, and the greater capacity of some for acquisition than others, new classifications are rendered expedient, in order to lessen the inequality of attainments in the same class. The rule is again necessarily infringed in case of the resignation of a teacher, before he has conducted a class through the entire course of instruction. The committee have been informed, however, that it has been the policy of the board of managers to ensure as great a degree of permanency in the service of the professors, as the limited means at their disposal will allow.

A visit was made to each of the classes, beginning at the youngest, and an examination required by each, without previous concert or arrangement. The first class consisted of nine pupils, five males and four females. They were entered about the middle of September of the present year, at which time not one of them either understood or could form a letter. They knew not the difference between written and printed characters, nor did they even know their own names. The first process of course consists in teaching deaf mutes words, as the imme-

diate signs of ideas. The members of this class, with a single exception, were now enabled to write single words with tolerable facility. The exception referred to, is a lad, with rather a shrewd eye, but who, nevertheless, thus far in his education, seemed not to have a definite idea upon any subject. He formed his words entirely from imitation, by looking over the slates of the others. Since the time of the visit, however, the principal informs the committee, that this lad has taken a sudden start, and now promises fair.

The second class consisted of ten pupils, four boys and six girls, and was also entered in the middle of September, although the average time of instruction did not exceed a month. The exercises of this class were of course the same as those of the first, their attention being directed simply to the acquisition of the names of visible things, and of physical actions, and the formation from these of the simplest grammatical propositions. These pupils were examined in writing short words, and, with two exceptions, exhibited good proficiency. One of the lads seems to afford uncommon promise; very clever, quick, and intelligent. Of the girls, two of them, unhappily, border so close upon idiocy, as to render their cases hopeless. One of them was an exceedingly touching case. She was a very good looking girl, of about fourteen, utterly incapable of dressing herself or even combing her hair. She was exceedingly alarmed at being looked at, and wept bitterly at seeing her fellow pupils laugh. In cases like this, it is a heartless imposition on the part of parents to attempt thus to cast them as a burden upon the teachers of an Institution sustained by the public bounty.

The third class also consists of ten pupils, seven males and three females, under the tuition of the assistant teacher, heretofore referred to as being a deaf mute. His name is Baker. He is sixteen years of age, and has been five years at the Institution. He is a youth of unquestionable talents, but his class

is not of the best promise, being made up of the odds and ends of other classes. The majority of this class have only just entered upon the second year of the course. One of them, however, had been in the school two years, and another three. The exercises of this class consisted of writing short sentences, at the dictation, in the language of signs only, of the teacher: such as, "a dog eats meat;" "a boy sees a bird," etc. To this extent, the sentences may be regarded as original compositions. The teacher was very expert in communicating his ideas; but there are members of his class, who, it is very evident, can never be taught the use of words in connexion. The girl who has been in the Institution three years, ought to be sent home, and her place supplied from her district by a child of intelligence. Still, cases do occur, in which, although the pupil has not the capacity to acquire language, he nevertheless does acquire ideas. In some instances of this description, the knowledge of a mechanic art is acquired, so that benefit accrues to that extent, if no farther.

The fourth class comprises fifteen pupils, ten of whom are males and five females. These have likewise now entered upon the second year of their course, and have for the most part acquired the use of articles, adjectives, prepositions, the various classes of pronouns, a limited vocabulary of adverbs, the simpler conjunctions, and the leading tenses of verbs. They are capable, also, of understanding and employing most forms of interrogation, which are not too much complicated by condition and hypothesis. The examination of this class in short connected sentences was very satisfactory. Several of the pupils are adults.

The fifth class consists of nineteen pupils, ten of whom are females, and the greater number adults. This class we found to be in the use of a text-book—"American Popular Lessons." Its members had been under tuition for irregular periods—the class having been formed of the fragments of other classes. It

was evident to the committee that some of its members would never acquire the use of connected language, while there are others of that intellectual cast which never advances beyond a certain point. But such examples are to be found in all schools, even where there is no deficiency in the natural senses. The process of instruction at this stage of the course is this: The lesson to be acquired is first written upon a slate. It is next explained to the class. The idioms are next selected and pointed out, and in this part of the exercise, analagous words are used and explained. The lesson is then committed to memory by the pupils. The usual course is, to give out the lesson over night, and examine the pupils by way of question and answer on the following morning. The class was examined by the committee on the uses of different words, and their places in composition—the process being to give out the word, and require the pupils, each in his own way, to construct an original sentence, in which the word was to be used. The committee will give the result of the exercise in the employment of the adjective “*beautiful*”—the answers cited being copied from the slates of as many different pupils:

“A gentleman loves a *beautiful* lady.” “A gentleman sees a *beautiful* horse in the barn.” “A *beautiful* lady came to the Institution, and saw the pupils write on the slate, with their friends.” “A *beautiful* lady puts on her bonnet and goes into the city.” “A gentleman loves a *beautiful* horse, and rides to the city on the horse.” “A gentleman loves a *beautiful* colt.” “I think that a *beautiful* gentleman is married to a *beautiful* lady,” &c.

On the whole, this fifth class appeared to the committee to be the least intellectual in the school—from which circumstance, the greater portion of them being adults, an argument might be deduced against deferring the time of sending mutes to school too late. The light of knowledge should be let in upon the soul, while yet the pupil is in the dew of his youth.

The sixth class contains seven males and eleven females, the most of whom have been in the Institution two years, and some of them longer. It is in fact a class newly organized from several others, and several of the members were transferred hither from the late school at Canajoharie. It is the design that classes like the present and preceding, on arriving at this third year of instruction, shall be practised in the use of all the conjunctions, and, of course, in the construction of sentences considerably involved, embracing explanatory and dependent clauses. They have been familiarized with all the forms of the verb, and, to a considerable extent, in idiomatic phrases and arbitrary usages. Paraphrases and definitions have constituted a considerable portion of their more recent studies ; and efforts have been made to give them an acquaintance with language in as great a variety of forms as possible. They have been accustomed, to a considerable degree, to abstraction, and have been taught the most useful mode of derivation. Arithmetic and geography, with some account of the heavenly bodies, have formed the subjects of a portion of their lessons, and the study of sacred history has been prosecuted by them to some extent. The committee gave this class a short examination in elementary geography. In answer to the question, by signs, "What is a town?" the reply was uniform, from Hall's Geography—"A piece of land usually about six miles square." They were required to use the word "*horse*" in the formation of sentences. Two of the replies were as follows :

"The two *horse* draws and ploughs."

"The two *horses* drew the ploughs."

A third, whose eye did not catch the sign from the teacher, wrote at hazard, of his own motion,

"The strong eagle catches and tears a little young lamb."

Other answers were similar to the first two given above—most of them having reference to the employment of horses in country life—the result, doubtless, of previous residence in the

country and of rural occupations. This class, however, was not a fair specimen of ordinary pupils of the same grade. Having but recently been brought together, difficulties have arisen in drilling and bringing them into a desirable state of mental discipline.

Seventh class—eighteen pupils, twelve of whom are females. This class has likewise just entered upon the third year of instruction. In it the studies of the preceding class are entered upon more fully, and attention is paid to history, particularly to that of our own country. The class was examined in the rudiments of geography and astronomy. All the ordinary questions in regard to continents, countries, chief towns, their relative size and importance, &c., were answered correctly. In reply to the question "What is the capital of the United States?" one of the girls, in writing "Washington is the capital," spelt the word with an *o*—capitol. The lad next her saw the error at a glance, and drew her attention to the distinction between the orthography of the *town* and that of the *building*. It would be fatiguing, and without use, to record the answers in the geographical part of the examination. In astronomy the following transcripts from the slates of some of the pupils may be entertaining :

Question. What is the number of planets in the solar system ?

Answer by all. There are seven.

Question. Their names ?

Answer. Mercury, Venus, the Earth, Mars, Saturn, Jupiter, Herschell.

Question. Which planet has the most moons ?

Answer. The planet Saturn has the most of the moons.

Answer. Saturn has most moons.

Question. How many satellites has Herschell ?

Answer. It has six moons.

Answer. Herschell has no moons.

Answer. Herschell has four moons.

One of the boys varied the form of the question, in writing it upon his slate "how many satellites or moons has the planet Herschell?"

Answer. Six moons.

Question. How many satellites are there in the solar system?

Answer. The solar system are eighteen satellites.

Answer. The solar system has eighteen satellites.

Answer. There are eighteen satellites in the solar system, &c.

Question. What is the cause of the moon's eclipse?

Answer. It is cause of an eclipse of the moon coming of the earth.

Answer. The moon's coming between the earth and the sun.

Answer. It is the earth coming between the moon and the sun.

The answers, generally, were very correct through the class; a very few examples only being retained by the committee. There were some inaccuracies, it is true, and an occasional misconception of the question, but on the whole the class is one of remarkable intelligence; all of good minds, and their appearance generally quite pleasing. Some of them are evidently endowed with bright intellects.

The two remaining classes, (eighth and ninth,) are composed of those who have entered upon their fourth and fifth years respectively, including a few who have been continued as pupils after the completion of the ordinary course of instruction of five years. The eighth class contains eighteen pupils—ten males and eight females. In this class grammar is attended to as a science, and the various usages of words, with their admissible and inadmissible combinations, more carefully studied. This class was likewise examined in the construction of sentences, employing a given word, and the adjective, "beautiful," having been again proposed, the following were among the illustrations produced upon the slates:

"A boy found a *beautiful* watch, and brought it to his mother."

"Adam and Eve lived in the *beautiful* garden of Eden."

"I should like to go into the *beautiful* woods."

"A *beautiful* fish lives in the river."

"The rose is a very *beautiful* flower."

"The Europeans came to the West Indies and saw some *beautiful* flowers."

"Adam and Eve lived in the garden (Eden) which was very *beautiful*."

"The little boy went into the woods and caught the *beautiful* bird and fetched him to home."

"The Europeans came to the West Indies and saw some *beautiful* fowls."

"A little girl likes to see the *beautiful* flowers in the garden."

"A gentleman walks in a *beautiful* garden with a lady, and talks with her about the flowers."

"An Arabian horse is *beautiful*."

"Last spring I saw a *beautiful* tree."

"I should like to go into a *beautiful* country."

"The rose is a very *beautiful* flower."

"*Beautiful* birds fly in the air."

The adjective, "lovely," was next given to the class for illustration. The following are a few of the examples noticed by the committee from the slates :

"I am pleased to see the *lovely* bird."

"I think the city of New-York is very *lovely*."

"A lady likes to see a *lovely* daughter, and she gives gold to her, and remember the lady."

"A lady was a *lovely* woman."

"Noah saw the rain-bow *lovely* after the deluge."

The word "disagreeable" was next given as an exercise, but nearly the whole class entirely misapprehended its meaning. They received it as the opposite of the verb *to agree*, and hence

their illustrations, with a single exception, were entirely wrong. For example one of the pupils wrote,

"The Indians were *disagreeable* with the whites."

Another. "The inhabitants of this country were *disagreeable* to the king of England."

Another. "The white people were *disagreeable* with the Negroes."

Another. "I am *disagreeable* to the snake."

"Some gentlemen are *disagreeable*," was the only correct example afforded.

The teacher attempted an explanation, but the point of the correction was not perceived, and the subsequent examples were of the same character with the preceding, with two exceptions, viz ; "The snails are *disagreeable*."

"I often saw the *disagreeable* snake."

The ninth and last class was next examined. It consisted of fifteen pupils, who for the most part, had been under instruction four years and upwards. Eight of the number were females. It is the peculiar business of the last year, to render instruction in the common branches of useful knowledge as complete as the time will allow ; to increase, as far as possible, the pupil's stock of words ; and, above all, to prepare him in returning into society, to comprehend the conventional expressions which he will be sure to encounter, and which are irreducible to rule, if not in violation of all rule.

The first exercise proposed to the class by the committee, was the use, in composition, of the verb "*to be*." In the examples noted by the committee, it will be seen that some of the pupils varied the form of the verb by using it in the past tense. The following examples were noted from the slates :

"Mr. Martin Van Buren desired *to be* President of the United States."

"Some young gentlemen and ladies are said *to be* happy to read newspapers."

"Some little girls are *to be* sewing some clothes, and they begin to learn."

"I will perhaps go from my native land to England *to be* visiting my relations in some years."

"Ninety-five passengers and crew are said *to have been* (to be) drowned at Cape Hatteras, in the Home."

"We ought *to be* grateful to our benefactors, who are so kind as to provide for our comfort."

"Martin Van Buren is said *to have been* appointed President of the United States, for many people wished him to govern all the individuals in this country."

"I have heard that William H. Harrison is said *to have been* named the hero of Tippacanoe."

"We are desirous *to be* studious, when we have naturally memory, and we attempt to learn composition and definitions, and geography."

The verb "*to obtain*," in the past tense, was next given. The following, among many other illustrations were transcribed :

"Alexander, of Macedonia, one of the greatest generals of the east, formerly reigned in Greece, and overran all Asia Minor, with equal expedition, and *obtained* such victories that he became the founder of the third Macedonian Empire. He pursued his conquests and penetrated into India, then returning to Babylon, died there in the 33d year of his age, in the year of the world 3681."

"Some of the people *obtained* gold and silver."

"I think that Napoleon *obtained* much glory, ambition and pride."

"I think that Solomon *obtained* much knowledge of vegetables, fruit, &c."

"I heard that people often left this State and went to Ohio. They *obtained* their farms, vegetables, &c."

"I am told that the German farmer found the gold, silver, and crystals, in the mountains of Sullivan, (N. Y.) and he *obtained* them."

"The minerals are found in the mountains of South America, and the natives *obtained* them and sold them to the people."

"I heard that a gentleman had a gold watch which was broken, and also that he told his servant that he carried it to the watch-maker, to make the watch. So he took the watch from the gentleman—but he *obtained* his watch, and sold the gold chain to get some dollars."

"Some settlers of Virginia, before New-York was settled by the Dutch, one pleasant day came to a brook, and thought that a substance was the golden dust, so that they *obtained* the dust, but they were soon told by Capt. John Smith, that they were mistaken."

One of the pupils wrote out the well known anecdote of the elephant made angry, by the London tailor, the former avenging himself upon the latter by spoiling his fine clothes with mud and water, *obtained* from the gutter by his trunk. The incident was very well told, but need not be repeated.

The words "*had been*" were next given out. From a number of examples of its use by the class, the following are quoted :

"When Cyrus was young, he resided in Persia with his parents, from whom he received a useful education. When he *had been* educated there about twelve years, he was sent to Media by his grandfather, where he gained the love of all who knew him."

"Mr. Peet *had been* a farmer in New-England, but he is now become a principal of this Institution for the Deaf and Dumb."

"Goliath *had been* killed by David before Christ came on the earth."

"A mask of Napoleon *had been* seen by us, but we could not feel interest in him, for he looked very cruel, and a great murderer of about 3,000,000 soldiers and his enemies in France."

"The inhabitants of Greece, of Athens, *had been* conquered by Xerxes, who was a Persian, before the birth of Christ."

"I had *not been* educated, so that I was an ignorant boy, and also I came to Institution to learn the alphabet—so it was evident that John A. Dix talked with my mother about my going here to learn ; so he was very benevolent."

These exercises were closed by a short examination of a review class of two pupils, Miss Mary Jane Smith, of De Kalb, (N. Y.) and Abel B. Baker, the assistant teacher before spoken of. Miss Smith is 22 years of age. She lost her hearing at the age of 12, and her speech subsequently left her by degrees. She gave the first answers noted above, on the use of the words *to obtain* and *had been*. All her exercises were written out with great care, readiness and accuracy, and without correction. Baker is 16 years old. He is also quick, ready, and generally accurate. They were examined in definitions. The following were a few of the results :

" Misapprehension."

Answer by Baker. Misapprehension is without apprehension.

By Miss Smith. Misapprehension is to misunderstand, or not to understand a thing aright.

" Obsolete."

Answer by Baker. Obsolete is not now used. [This was a strictly dictionary definition.

Answer by Miss Smith. Obsolete is that which was formerly used, but is now out of use.

" Solicitous."

Baker. Solicitous is being beseeching for something important.

Miss Smith. Solicitous is to feel a great desire for something.

At the suggestion of one of the visiting committee, an incident, from a recent musical work, was related, which the principal was

requested to communicate to the pupils by signs. The special object of the experiment was, to ascertain whether they could sufficiently comprehend the nature of musical sounds, to enable them to catch the point and spirit of the relation. The anecdote was that of a lady, upon whose ear an air played at a concert had made so strong an impression, that it could not be effaced from her mind, or lost to her sense of hearing. From the moment she heard it, sleeping or waking, the tune was continually ringing in her ears, until it drove her distracted, and she died in about three months afterwards. Mr. Peet having related the incident by signs, Baker wrote as follows :

Col. Stone learned from a musical work, that a certain lady who had often heard music, was so much concerned and became so crazy for 3 months, that she expired.

Miss Smith as follows :

Col. Wm. L. Stone just informed Mr. Peet that he read a musical book respecting a young lady who was with a company of people who were singing, and the sound of the music sunk so deeply in her mind that she could never forget it ; but in about three months, her mind became deranged so that she died.

Baker, on a second trial, wrote thus :

Col. Stone learned from a musical work the following fact : A certain lady having often heard music, thought of it and was so much affected that she became crazy and died.

It is not unlikely, sir, that you may think the undersigned have dwelt with unnecessary prolixity upon the details of these examinations. Such, unquestionably, would be the fact, were the present report intended solely for your own examination, more especially, since, as has already been remarked, you were yourself present, and a participator in the exercises. Supposing, however, that the present report is intended, in company with your own, for presentation to the Legislature, and through that body to the public, it has occurred to the undersigned that such details should be given as would not only afford means of arriv-

ing at just conclusions, in regard to the value and efficiency of the Institution, but at the same time serve to awaken a deeper and more general interest in behalf of an establishment affording advantages of intellectual development so far above all price to that portion of our species, who, in the inscrutable providence of God, have been afflicted with such a tremendous calamity as a deprivation of speech and hearing. In furtherance of this design, it has also been supposed that by the citation of an extensive variety of examples from the exercises of the pupils, the reader would be the better enabled to judge of the variety of their attainments, from the greater range of subjects brought into use for purposes of illustration. Still, highly creditable as the committee conceive the results of their examination to be, as well to the officers and teachers as to the pupils, they must be read with great indulgence; or rather, in reading, those who have been blessed with the full possession of all their senses and faculties, must continually bear in mind the immense disadvantages under which the deaf mute, even of the highest intellect, labors: and in the comparison of the attainments of the several classes, we must avoid the application to them of the same standard by which we should judge of the attainments of other schools. Nor yet must we judge them by the number of branches of knowledge to the acquisition of which they have attended, or their proficiency in each, so much as by the extent of their acquaintance with the language of their country, and their facility in its use. The grand object to be attained in this department of education, is to enable the pupils to communicate with their species, by written language. So true is this proposition, that, even while the common branches of useful knowledge, such as arithmetic, geography and history, are made to furnish the material of the lessons of the school-room, language itself is still at the bottom, the main object of study. The reader, however, who has had the patience to accompany the committee through the regular course of the several classes, will have seen, that in

the first instance, words are taught according as they are needed, to familiarize the laws of construction. But to make them the principal subject of study would be of little utility, since it is of small moment how many or how few separate words are known to a subject who is unable to combine them. The vocabulary of the pupil, however, necessarily increases continually ; for in order to thorough instruction in the combination of words, it is necessary that the teacher should form or adopt partial vocabularies, selected from among those which are most available for this purpose, and introduce them systematically from time to time. But in the latter part of the course, words themselves must be made the main subject of instruction ; or rather, the teacher must turn his attention to the development of his pupil's ideas, and cause their nomenclature to keep pace with their multiplication.

But, notwithstanding these explanations, the examples already given of the attainments of the pupils, as elicited on the occasion of the visit of the undersigned, it has occurred to them that after all, nothing like a just exhibition has been made of the extent of their acquisitions in the use of language. Throughout the course, the pupils are required to exercise themselves in independent compositions during the hours of evening study, according to their proficiency and the extent of their ability : and it has occurred to the undersigned that it might be alike gratifying to yourself, to the Legislature, and to the public, to be placed in possession of some of the recent compositions of the most advanced of the pupils. With this view, having heard that the pupils had visited the late brilliant fair of the American Institute, the principal was requested by the undersigned to direct one or more of their number to write out an account of their visit. A party of the Indians from the far west, lately in the city, having paid a visit to the Institution, and the officers and members of the school having subsequently been invited by Mr. Catlin to examine his incomparable exhibition of Indian paintings and curiosities, and his gorgeous display of western landscapes, the

same request was preferred in regard to those visits. The results of these applications will be found in the papers superadded to the report, marked C. D. E. F. G.

These compositions are enclosed to you just as they were written by the pupils, without alteration suggested or made, and entirely without correction, either by the officers of the Institution, or by the undersigned.

In regard to the theory of instruction recognized in the Institution, and the details of the plan pursued under it, the undersigned have had no other means of becoming acquainted with them, than by inquiry.—The officers of the Institution, moreover, in the reports referred to in the beginning of this communication, particularly the sixteenth and seventeenth, have discussed those subjects at large, and with the ability of sound and discriminating mental philosophers. From an examination of these publications, it is rendered very obvious that the art of instructing the Deaf and Dumb is at the present day built upon principles far less artificial than were those rendered so popular fifteen or twenty years ago by the celebrity of Sicard. It is well known to all who have examined the subject, that the art of teaching the Deaf and Dumb is quite modern. We have no account of any attempts of the kind being made antecedent to the latter part of the fifteenth century. In the sixteenth century an attempt was made by a clergyman in Brandenburg, to instruct a daughter who was deaf and dumb, through the medium of pictures. Other experiments followed in Spain, Holland, Switzerland, and Italy. But it was left to Heinicke in Leipsic, and De l'Epée in Paris, to demonstrate the practicability of the systematic instruction of deaf mutes, about the middle of the last century, until which time the deaf mute was shut out from all the knowledge derived from history or tradition, Past ages, distant countries, a future world, a Deity, were beyond the reach of his mind. Those two philanthropists formed different and entirely independent systems, between which the in-

structors in Europe have been divided to the present day. De l'Epée conceiving that in its elements the language of signs was universal, adopted that as the basis of his system. It was the latter, essentially improved by Sicard, that, after careful examination of both, was introduced into the United States by Mr. Gallaudet, in 1817. Much profound investigation has been bestowed upon this subject, by eminent metaphysicians, both in Europe and America, since the period just mentioned; and the opinion has at length become nearly if not quite universal, that the French system is far preferable to the German, notwithstanding that the latter was first taken into the public favor in Edinburgh and London. Occasional experiments upon the system of Heinicke, have been made at Hartford and the New-York Institution, the results of which have been an entire conviction of the vast superiority of the system of De l'Epée and Sicard. As, moreover, Sicard improved upon his predecessor, so did Mr. Gallaudet improve upon Sicard.—So, also, have the professors of the New-York Institution improved upon both. The consequence has been, that the art has been greatly simplified, and relieved of many incumbrances incident to the first stages of its practice. So far as the committee are informed, they are inclined, at this day, to award the preference to the New-York system, over any other elsewhere in operation. It appears to the undersigned to be both natural and philosophical, having at its foundation the principle that the instruction of deaf mutes in language should be assimilated, as far as possible, to the mode in which ordinary children acquire their mother tongue. To make a farther analysis of it would be unnecessary, after the elaborate expositions contained in the reports already referred to.

In bringing these remarks upon the intellectual departments of the Institution to a close, the undersigned experience a high degree of satisfaction in being enabled to state, that in addition to the exercises of the school rooms, already described, regular courses of lectures are given, on stated evenings, to the whole

school, assembled for that purpose in the chapel, upon select portions of the following subjects :—

1. The political, civil and social relations of man.
2. Universal history.
3. Chemistry, natural philosophy and astronomy.
4. Universal geography.
5. Natural history.
6. The origin, progress and present state of the useful and ornamental arts.
7. Biography.
8. Book-keeping.

The experiment of giving courses of lectures upon the natural sciences, and other useful and popular subjects, to the deaf and dumb, had its origin, it is believed, in the New-York Institution, and the results have been such as not only to warrant the continuance of the practice, but to render it highly desirable.

The next subject which demanded the attention of the undersigned, was the physical and mechanical education of the pupils.

In regard to the first of these two points, it is desirable that parents and guardians should be satisfied that all proper attention is paid to the preservation of the health of their children, by the practice of cleanliness and a suitable portion of exercise. The best answer to any questions that could have been put upon these subjects, were to be read in the cleanly appearance, in the activity, and in the healthy, happy countenances, and contented looks of the pupils. To which may be added the important fact, that at the time of the visit of the committee, of one hundred and forty-eight pupils, there was not a sick person, or even an invalid in the hospital. Every day, moreover, has its hours of relaxation, and the opportunities of exercise in the open air, are most ample.

The mechanical education forms an important part of the system, and the attention of the undersigned was particularly directed to that interesting department. The greater number of

the pupils are either poor children or from families in moderate circumstances. These, on leaving the Institution, must depend upon the labor of their own hands for support. It would be cruel, therefore, to send them away without receiving such a knowledge of some handicraft, or mechanic art, as would enable them forthwith to procure a subsistence. Especially is this a duty, since by giving them such knowledge, the Institution is at the same time placing within their power, if enterprising and industrious, the means of rising to mechanical respectability, and ultimately to competence, and perhaps to wealth. Hence the undersigned were gratified to find, that, on entering the Institution, the pupils, or their friends, have their choice of five mechanical employments, the art and mystery of either of which will be taught them, viz:—Shoe-making, tailoring, cabinet-making, book-binding and gardening. The male pupils are engaged in some one of these occupations from three to four and a half hours daily; while plain-sewing is taught to all of the females, and dress-making, and tailoring to all such as desire to learn these branches. The visit of the undersigned to the work-shops, formed a most interesting portion of the examination. There were, of

Males, learning the shoe-making business,	-	17
do do cabinet-making,	- -	5
do do tailoring,	- - - -	23
do do book-binding,	- - - -	20
do do gardening,	- - - -	3

Of the females, twelve were engaged in learning the tailoring business, and eight were employed in the book-binding; the folding and stitching of books, being a very neat and suitable employment for females. The work-shops all resounded with the hum of cheerful industry, and the pupils worked as though pleased with their employment.

Returning to the main edifice, the attention of the undersigned was more especially directed to the internal organization or

domestic police of the establishment. The building itself, it must be admitted, is not of the most convenient construction, although planned and erected expressly for this purpose. No public institution of such magnitude, however, could have been in more admirable order, on the score of neatness and comfort. It was examined minutely, from the base to the attic story, the kitchen, the sitting-rooms, chapel, library, recitation-rooms, laundry, and sleeping apartments, and also the separate apartments for the sick; and in regard to the condition of all these, the undersigned have no fault to find or improvements to suggest. The sleeping apartments are well ventilated, and all the others perfectly clean, and well provided for their various uses. In cases of sickness, proper nursing is provided, and a physician attached to the Institution is in daily attendance.

The government of the Institution is parental, the principal standing to the whole establishment in the relation of a father to his family. "The immediate administration of the government of the males is committed to the professors in succession. It is recognised as a fundamental principle, that to provide against an evil is better than to rectify it, after it has occurred. Constant supervision is, therefore, exercised over the pupils, as well in their hours of relaxation, as in those of study. By this means, a more correct deportment is secured on their part, while at the same time, the difficulties always arising out of a multiplicity of standing rules, are avoided. No pupil is allowed to leave the Institution unaccompanied without a written permission. The government of the females, when not occupied in the school-room, belongs to an experienced matron, whose careful attention is bestowed as well upon the formation of their manners, as upon suitable provision for the promotion of their comfort and happiness. In their sitting-room, they are likewise usually accompanied by a seamstress, from whom they receive instruction in needle-work, and who has it in her power to exert

over them a beneficial influence. The whole system of government is subject to the constant oversight of the principal.”*

It can scarcely be necessary, in a communication like the present, to enter into a minute account of the division of time, and the succession of employments comprising the labors and exercises of every day. Suffice it to say, that early rising and early meals form an excellent part of the system. The principal, with his family and the professors, all take their meals at the same time and the same table as the pupils, so that the fare is all alike. Morning and evening prayers are daily attended in the chapel, on which occasions the pupils are all assembled, and the prayer is preceded by the reading and exposition of a passage of scripture, all in the language of signs. The residue of the day is appropriately divided between hours of labor, study and recreation, every thing following exactly in its time and place, in the most perfect order. In all the movements of the pupils, to and from the chapel, the dining-table, and their respective school-rooms, the males and females are conducted by different stair-ways and entrances, and the most scrupulous regard is paid to the morals as well as manners of the inmates. On the Sabbath, religious exercises are attended in the chapel. Indeed, throughout the whole system and discipline of the Institution, the attention paid to sound morals and religious culture, forms one of the most interesting and beautiful features of the whole.

Thus, sir, though in a very indifferent manner, it must be acknowledged, have the undersigned discharged the duty devolving upon them as a visiting committee to the Institution, so far as regards its scientific and household organization, its intellectual administration, and its domestic arrangements. It need not be added, since the fact has been rendered sufficiently obvious by the general tone of this report, that the result of their visit was most satisfactory. Every facility was afforded by the prin-

* Quotation from a circular of the Board of Directors.

cial and his assistants for as thorough an investigation into the concerns of the Institution, general and particular, as time and circumstances would allow them to make. And the visit was closed with an entire conviction on the part of the undersigned, that the New-York Institution for the Instruction of the Deaf and Dumb is not only entitled to the continued favor and patronage of the State, but that it is one of the best seminaries of the kind in the world. Its professors are able and intellectual men, and its principal, Harvey P. Peet, Esq., not only an able and accomplished instructor, but one of the best executive officers with whom it has been the good fortune of the undersigned to become acquainted.

In conclusion, the undersigned would respectfully beg leave to offer two or three suggestions for your consideration, the adoption of which they are induced to believe, as well from personal observation as inquiry, would be decided improvements in the administration of the Institution. And,

I.—In surveying the junior classes, it struck the committee, very forcibly, that several of the pupils were too young for admission. The law authorizes the admission of children at the age of ten years, and they must leave at fifteen, unless supported by other means than the public bounty. Now, it seems to the committee that, when the great deprivations under which they have labored are taken into account, children of no more than ten years old are quite too young and tender to be placed in such an Institution. And this for several reasons:—In the first place, they require much more care and attention than they would do if two or three years older. In the second place, they have not sufficient maturity to perceive the importance of study, and the necessity of using well the time during which the public bounty will allow them to remain. In the third place, it is a well ascertained fact, that with two or three additional years, their progress in the acquisition of knowledge will, in a given time, be considerably greater. And in the fourth place, a child at ten years old

is altogether too young to be placed at any mechanical branch of business—one of the most important considerations connected with the whole system. For these and other reasons, and in coincidence with the views of the principal, the undersigned would respectfully suggest an amendment to the existing laws, so that no State pupil should be received under the age of twelve years.

II.—The period allowed for the completion of their education, is too brief. It usually requires several years of preparation for a youth, in the full possession of all his senses, to enter the lowest class of a college. His collegiate course is four years more, before he is allowed to enter upon the study of the law. And three years more are required, before he becomes even a collecting attorney. But the deaf mute, who knows nothing of *any* language—who is ignorant even of his own name—who has no knowledge of the past—no anticipations of the future—nor even an idea of the existence, much less of the attributes, of the Deity—whose mind is a blank—is limited to five years only of instruction, unaided by speech or hearing. The fact seems to have been forgotten, in legislating for this most unfortunate class of our fellow-beings, that the English is just as much a dead language to them, as the Greek or Arabic to us. And they are required to commence its study, without the power of asking for explanations, or hearing them if made, as profoundly ignorant of all its letters, principles and parts, as an untaught American is of the Sanscrit; and that, too, of course, without the helps to be derived by the latter from a knowledge of his own, and perhaps of other tongues.

It is likewise a fact, that in many of the Institutions of Europe, the period of time allotted to the education of the Deaf and Dumb, is materially greater than in this country. The latest publications on the subject, give us the duration of the course of instruction in thirty-one foreign institutions, as follows:—In two, it is from six to nine years; in three, from seven to eight; in

one, seven ; in one, six or seven ; in sixteen, six at least ; and in eight, five years, the period fixed in the New-York Institution. No institution abroad is known to have attempted to confine the course of instruction within narrower limits than the last above mentioned, though one or two in the United States have unwisely limited the period to four years. There are one hundred and ten existing institutions, respecting which the undersigned have no particular information on the topic in question ; but if they may reason from what is actually known, they are justified in presuming that three-fourths of them, if they have actually any definite period other than what may seem necessary to accomplish the work in each individual case, retain their pupils for more than five years. To extend it so far, however, as eight or nine, might not perhaps be advisable, still an extension more or less seems really to be desired. The institutions which have adopted the longest periods, are generally articulating schools, upon the system of Heinicke ; but many of those in which the lowest limit is six years, do not attempt articulation, or do not attempt it exclusively.

There are strong considerations to be urged in favor of the extension of the period of instruction in the American schools ; and in ours, of course, as one of them. A written or an articulate language is a difficult attainment to any person, however by nature gifted. It is difficult to acquire the ability to understand a language, and infinitely more so, to learn to use it with facility, with grammatical accuracy and with rhetorical propriety. Every individual who already possesses one language, may, from the contemplation and analysis of that very possession, perceive the magnitude of the task proposed in acquiring another, and of making that other as familiar as his mother tongue. Every language has, in the outset a vocabulary extending to thousands of words. And every language has its idioms, which are inconvertible into any parallel expressions in another. The task of

acquiring all these, and of rendering them perfectly familiar, seems to the beginner, a labor of herculean magnitude.

But the deaf mute is subjected to peculiar disadvantages, some of which are obvious to a moment's thought, and others require a word of explanation. A person possessing speech may acquire a new language without severe application, by mingling with those who speak no other. He but repeats with a more mature mind the process by which, in childhood he acquired his mother tongue. From this advantage the deaf mute is cut off. He learns through the eye alone, as another would learn in solitude, from books.

The uneducated deaf mute, again, has no ideas of the laws of construction, the principles which in their elements, regulate all spoken languages alike. His signs have, for the most part, no determinate grammatical character, and the order of their succession is subject to very few positive laws. The language of signs bears to that of speech a resemblance hardly closer than that which exists between painting and the graphic art. One of the great labors in the instruction of a deaf mute, is to compel him to recognize those laws of alphabetic language, which all who speak have unconsciously embraced, and of which even persons whose education has never led them to contemplate principles in the abstract, or to state them in words, perceive in every infringement some violence done to propriety. These laws of construction, thus inwrought into the very structure of every intelligence educated to operate by the machinery of language, until they seem at length the laws of mind itself, constitute for those who speak the grand instrument by means of which one language is substituted for another; in other words, a second language is acquired, after a first is known. To a mind destitute of the instrument itself, as in the case of the Deaf and Dumb, the task of acquiring *any* language becomes increased almost without limit.

There is still another disadvantage under which a deaf mute

labors. Most modern languages have something in their *materiel* in common. From the same root are found to have proceeded branches, ramifying not merely through different dialects, but through different tongues. In etymology the linguist finds an inappreciable auxiliary, as he extends his studies over the philological field. A single language once acquired, thus furnishes the student with material advantages for the acquisition of another; his memory is aided by the power of association, even when he finds that words of common origin have come at last to differ widely, both in meaning and in form. Those who hear can also detect etymological relations by the aid of the ear, when consonants and vowels have become alike changed by usage and by time.

Under all these disadvantages, it is much to expect of the Deaf and Dumb, that in the course of five years they shall attain an easy and correct use of written language, and at the same time acquire the knowledge of the common branches of education, besides perfecting themselves also in the mechanical art, by which their livelihood is to be obtained. In order, therefore, to secure the full benefit of the first five years of instruction, the undersigned would feel most happy could they be instrumental in procuring an extension of one or two years of the existing term. The expense would be small; the resources of the State are most ample, and the act would be the crowning honor of its munificence to the Deaf and Dumb.

III. In addition to the preceding defects in the organization of the Institution, there is a positive evil which ought to be promptly remedied. It is the withdrawal of pupils from the Institution by their parents or guardians, before they have completed the period for their education, allowed by the laws of the State, for the reason, as it has been satisfactorily ascertained, in a majority of cases, that their labor is wanted at home. During the year now about to expire, there have been eight instances in which pupils have been thus withdrawn, who, but for the interference of

their friends, would have enjoyed, each, from one to three years of additional instruction. Such narrow minded and sordid views should be rebuked. Pupils when withdrawn under such circumstances, thus imperfectly educated, reflect discredit upon the Institution, inasmuch as they are taken by the people at large as specimens of its capacity of instruction; whereas the pupil has probably been removed before he has advanced sufficiently far in the course to enable him to apply the rudiments he has but partially learned. Such interference is, moreover, unjust to the State, because the object intended by the Legislature, a thorough education, is defeated. In some instances their knowledge of language has not been sufficient, when removed, to enable them to hold intercourse with the world around them, much less to derive information from books, or to aid their future efforts for improvement. Hence, in all future time, the pupil is left to lament his ignorance, and perhaps to cherish unkind feelings towards those whose avarice has cut short his education, at the moment when he had learned only enough to enable him to bewail his misfortune.

Leaving you, sir, in your greater wisdom and experience, to devise a remedy for this evil, if remedy there be that can be applied, and thanking you for the honor conferred by their selection for the interesting duty they have attempted to discharge, the undersigned beg leave to subscribe themselves, with considerations of friendship and respect,

Your obedient servants,

WILLIAM L. STONE,
WALTER BOWNE,
PROSPER M. WETMORE.

COMPOSITIONS.

(C.)

An account of a visit to the Fair of the Mechanics Institute on the second day of October 1837 by the Deaf and Dumb.

It was more than three weeks ago that the Managers of the Fair sent to Mr. Peet that the officers and pupils of this Institution should go there. So they went there, and as they entered it, the door-keeper did not require of them that they should pay him any money. We saw the first things which were some splendid and beautiful sleighs and fire-engines which stood between the other beautiful sleighs on the North side, and the tools and chisels, and stoves on the South side. We walked on further, and we turned our faces to the Saloon in which were many various things viz, some beautiful perfumeries, and confectionaries and some of us turned and entered it and others passed the tolerably poor tables on which were the locks, spikes, &c, and we took the locks and examined them with attention, but we could not understand how a maker made them, and we conversed with each of us that we had never seen locks like them before. We thought that we would buy them, and use them so that any thieves could not enter the houses, and barns.

We then turned back and walked towards the steam-engine and examined it which we supposed to have been a steam-car which had been removed from Newark to the Mechanics Institute, and we lifted up our eyes with wonder to the axle which was turning the wheels of the stave-machine, saw-mills, and grist-mills which are not like the mills in the country. The Transcript, Albion, New Yorker, and Emigrant were also printed by the steam on a Double Napier Printing Press. At length, we returned to the Saloon and saw some beautiful silver ware, grates, stoves, hats and caps, chisels and files. I think that the stoves are not good in the country because they are about one and a half feet in the height so that they do not make the parlours or rooms warm quickly. We saw some patent stoves which were useful for the cooks to work on, and likewise to make us comfortable. Then we came to the beautiful case in which were some splendid

pocket-books which had some square pieces of the pearls on their sides. They appeared to tempt any persons to buy them for as much as they can if they want, but I must not buy them. We saw some gentlemen examining many objects, and then we looked down at the artificial legs and eyes, and we thought that if any persons have no legs, they must have some artificial legs so that they can walk well, and so that many people may think perhaps they are lame; and if they lose their eyes, they must have some artificial eyes. We passed the desk, and some manifold writers which were beautiful and useful for us to write letters in without a pen or a lead pencil, and if we have lost letters, we can send others like those which we had written.

I think that this notice is closed now, but I am going to write about the use of the pupils being invited to the Fairs. If the pupils are invited to go to the Fair to examine many various, and wonderful objects, they would learn the words and arts of them so that they can imitate them when they are tall men; so that they can work with ease because I saw in Oneida County some buildings which were saw-mills, grist-mills and cider-mills, but they are not portable to any other places; and I think these machines are best, on account of their being able to be removed to any counties or countries if they are wanted. I have not time to write about many more things of interest in the American Fair, but I examined them with attention and wonder. I like the American and Mechanics Fairs alike.

(D.)

Respecting our excursion to the Fair of the American Institute at Niblo's Garden.

According to the information received from the Board of Managers of the Fair of the American Institute, the officers and pupils of the Deaf and Dumb Institution were to take an excursion there in the rail road cars on the 28th of October in the afternoon. On leaving these cars at Prince street, we walked through it and we turned around the corner of Broadway and Prince st. and we entered the garden. The door keeper did not demand of us twenty-five cents as he did of those who could hear and speak, but he admitted us gratis. As we went in it happened that we saw some new and superb fire-engines and sleighs, standing by the side of them which were beautiful and different and their sizes were some large and some small. When we walked farther, we saw the tools and stoves and other articles which are all the different kinds of sizes and forms and moulds, and we also saw there was a picture representing the Kentucky Giant whose name is James Porter standing over the door and Major Stevens, the Dwarf and Dr. C. the Phrenologist and a girl although we were not invited to visit them at the first time. On the out-side of the saloon, we saw Benjamin Sherwood's Patent portable Revolving safe within a safe, Cornell's Patent Stave-machine, a Steam plough,

Wilson's mowing machine for mowing the hay or grass or straw, the machines moving by steam, and there was a fountain which sent off beautiful jets like rain. And there were twelve large pumpkins on a single vine which weighed, as we were informed, one thousand two hundred pounds, and they grew from one of the seeds of the pumpkin which we saw at the Fair of the American Institute last year. Then we rambled about in the saloon to visit the guns of the different sizes, pistols, rifles, ammunition-flasks, &c which belong to Mr. Colt's patent fire-arms. There were likewise a spool case and workstand and a plan of a single square of East New York which Mr. Marsh, a deaf mute gentleman, invented and made, and Jennison's Refrigerator standing near the workstand, Goodwin's Chimney pots which are used for smoky chimneys, Fitzgerald's Patent Salamander safe and counting House desk, and many other magnificent things, the names of which I do not know. And there were saws, knives, mason's tools, and other things of all sorts and sizes which were from the manufactory of Groves and Co. in Farmington, Conn.; a variety of silks from the Northampton Company in Mass. and perfumery, essences, painted glass, imitations of marble, carriage springs, hearth rugs to keep off the ashes, samples of excellent leather, waxflowers, hats, and an immense wedding cake which I heard about but I could not find it. Afterwards we went by steps up the stairs to the gallery to examine the portraits and pictures and cards and pianos and then we walked around the gallery from the stairs to the same stairs by which we had walked up in the saloon till we were informed that the proprietor had invited us to go into the Panorama to look at the view of Ceylon. We saw it therefore again as it had been exhibited to us when we were in the Fair of the Mechanics Institute on the second of October. It was painted on 8,000 feet of canvass and was moved by a steam-engine. It seemed to us that we were sailing from Ceylon on the Indian ocean in a ship. The English gentleman by the name of Mr. Daniels painted it. It was interesting for we had not seen Ceylon. Then we were invited by Mr. Hannington to go into the hall or the large room where we saw James Porter, the Kentucky Giant standing on the stage and Dr. C. told him to sit on the chair for him to examine his head and to show the visitors to know how his character is, and Major Stevens stood near the side on which the skulls and masks were hanging. He is seven and a half feet high and Major Steven's height is three and a third feet. Some men went upon the stage to examine him. It was said that they would go to Europe to exhibit themselves in a few weeks. When we had seen all there, we returned here at six o'clock P. M. safely after a most agreeable visit.

(E.)

A visit of the Indians to the Deaf and Dumb.

On the 24th of last November we did not expect any body would come to this Institution, when it happened that twenty-four Indian

chiefs rode in the omnibuses near this place. They came into the library and sat on chairs, so the teachers went out of school to visit them and we did not know why they went out of the school, till Mr. C. returned to this school room and told his class that the chiefs who had come from the Pawnees, Missouri, Omahaw and Otoe tribes to New-York had come also to visit us. Then we were very anxious to see them because we had never seen any Indians before. Then Mr. C. called us to go up into the large sitting room and we sat in a circle.

When we were all ready, Messrs. Aldermen Bruen, Taylor, Varian and Holly led them into the room. The teachers and some of the pupils shook hands with them while they sat on the circle of chairs. The chiefs and the deaf pupils stared at each other. We gazed with astonishment at their dresses of which some were blankets and skins and other articles. They were ornamented with many various earrings which were carried in the large holes of their ears, for they were delighted to be cruel to their ears and also to other persons. One of the pupils made a speech by signs to them, that we were very happy to meet them and then one of them answered him. He spoke to us by ugly signs yet we could understand him some, and we were very much interested to examine them who painted their faces and dressed their hair singularly. The chiefs observed the pupils who made signs. A few of the pupils told them that they are deaf and dumb. One of the chiefs did not believe them and thought they could hear and speak. But one of the teachers told him that they came from distant counties and states to this place for studying, and then he turned to believe him that he saw many deaf mutes. As we astonished them, they thought that we deceived them seeming to be deaf and dumb, but he was mistaken. When they had visited us there enough the Principal invited them to go into the chapel, and Mr. C. called his class to go into the same, and then the chiefs seated themselves there. The Principal of this Institution, Mr. Peet explained to us a short story so we wrote on our slates about the same story, for exhibiting to them how we could improve and study and read many different books, and then they believed that we were deaf mutes because we did not speak and hear and we wrote on our slates what was told us by signs. Mr. Peet explained to an interpreter some things and he translated to the chiefs what was spoken in English. Then one of them answered him but we did not comprehend the interpreter though we saw him speaking to them.

Some of the pupils and a few speaking ladies gave various beads and shells and other things to them and then they were very desirous to receive them, and they asked us like children to give beads to them, so we liked to present more of our red and black beads to them. They often asked us to give other things to them like beggars because they wished to keep them so they would always remember us. When they had staid at this place two hours, they took their leave of it and before going they bid us farewell and they would never

come here again. We looked at them as they entered the omnibuses of which the drivers drove the horses from this Institution to the city and they tarried there some days. They will return to the Pawnees, Otoes and Omahaws by sailing in steam boats and riding in carriages. When they arrive there, they will tell the other Indians that they had been very happy to visit a great many white persons and cannons and other things as I think. They will show their beads and shells to their Indians and they will tell them that they should not fight with the whites again, because the whites are more numerous than they are. I sincerely pity the Indians who lived in this part of North America formerly, but the whites pushed them so they ran away and then they were very glad to obtain the land on which they now reside. I am afraid that the whites will persecute the poor Indians till they are all gone out like a fire or candle.

(F.)

A visit to Catlin's Indian Gallery by the Deaf and Dumb.

On the 26th Inst. the inmates of this Institution having been kindly invited by Geo. Catlin Esq., all had the pleasure of making a visit to the Indian Gallery. We all enjoyed our visit very much and gazed with admiration at some of the articles which the Indians had wrought with much ingenuity. It is now customary for these savages to clothe themselves in articles of dress like those which were appended to the wall for exhibition. Some of the portraits of the Indians were those who had been here to make us a visit not long since, and they appeared very natural.—The manner in which they were painted and clad caused them to look like cruel and bloody men, and some of them were brave and constant warriors. Their dresses appeared beautiful as we stood a little way from them, but as we came near them to examine them closely, they were found to be coarse and sewed very awkwardly. They consisted of deer skin, porcupine quills, birds claws, feathers, and the hair of wild animals which they had killed.

It may be easily comprehended by the cruel and savage looks of these individuals, that they were those who delighted in war and blood, and some of them appeared as if they were men without hearts. Gen. Wm. Clark who has formerly made a tour among the Indians to the Rocky-Mountains, recognizes many of those portraits to be striking likenesses of those living.

In war these nations use war-clubs, bows and arrows, such as were for exhibition in the Gallery. These instruments of war did not appear as though any harm could be done by them if they were used in battle, but it has frequently been reported that much has been done by them when used in battle, and the Indians have massacred

many white people ; so that a company of savages armed for war must be a frightful sight. Among those savages there were several Indian women with bright black eyes, dark complexion, black hair combed back very neatly ; their fingers and ears were adorned with rings, jewels and their necks with beads. They excelled many white women in beauty. Their dresses were made of mountain sheep skin ornamented with beads and porcupine quills.

It gave us great pleasure to look at the Landscape views on the Missouri, and the Indian villages and their temples in which they worshipped their false Gods. Many Indians were on Buffalo hunts, and catching wild horses, and there some white men engaged in the hunts with the Indians. A very large Buffalo had been wounded by an arrow in its left hip, and was almost dead by the loss of blood which had run from the wound, and another Buffalo was attacked by a flock of wolves which were attempting to devour it for food. It appeared as though it would soon die, for the blood streamed out of its mouth.

The river was covered with the boats of the Indians who were either going about for pleasure, or going to battle. Men and women were dancing around a stake the night before a ball, and four men sat and smoked to what they called the Great Spirit. All the young men who were candidates for cruelties were to fast for four days before inflicting the cruelty. Torture is customary among them and the person who falls a victim to it is punished with the most excruciating tortures, by having their flesh pierced through with splints, and then his body is appended to a stake and left to hang all day.

We also saw an Indian wigwam, twenty-five feet high, which had been brought from the Rocky-Mountains, and made of Buffalo skins painted and stretched on poles which were also brought from these Mountains.

After we had examined these objects we went to visit the beasts* which we had several times seen before, therefore it will not be necessary to describe them. The managers of these places which we have on several occasions been permitted to visit are benevolent men in permitting us to visit them and therefore we must be grateful to them.

I had forgotten to say that I saw George Catlin's father there who is now about 80 years old. He had come from the Susquehannah at the distance of two hundred miles to examine his son's paintings. He was once a soldier in the Revolutionary War six years and six months. Gen. Washington gave him a certificate to show that he had long been a man of war, and he now keeps it to prove that he was a soldier in the army. I believe that this old man is proud of his son, because he has made so many fine paintings, and because so many people commend him for his work.

* The Zoological Institute.—Committee.

CONDITIONS OF ADMISSION.

I. Pupils are provided for by the Institution in all respects, clothing and traveling expenses excepted, at the rate of one hundred and thirty dollars each, per annum. Clothing will also be furnished by the Institution if desired, at an additional annual charge of thirty dollars. Payment is required semi-annually in advance.

II. The regular time of admission is at the close of the vacation, which extends from the fifteenth of August to the first of October. No pupil will be received at any other time, except in very extraordinary cases.

III. No deduction will be made from the annual charge in consequence of absence on any account whatever except sickness, nor for the vacation.

IV. Pupils are at liberty to reside during the vacation in the Institution, without extra charge.

V. Applicants for admission should be between the ages of ten and twenty-five years. The Institution will not hold itself bound to receive any not embraced within this rule, but may do so at discretion.

VI. Satisfactory security will be required for the punctual payment of bills, and for the suitable clothing of the pupils.

VII. Applications from a distance, letters of inquiry, &c., must be addressed, post-paid, to the Principal of the Institution. The selection of pupils to be supported at the public expense, is made by the Secretary of State at Albany, to whom all communications on the subject must be addressed.

VIII. Should objections exist to the admission of any individual, the Board reserve to themselves or their officers a discretionary power to reject the application.

By order of the Board,
JAMES MILNOR, *President*.

H. P. PEET, *Secretary*.

The above terms are to be understood as embracing the entire annual expense to which each pupil is subjected. Stationery and the necessary school-books are furnished by the Institution. No extra charge is made, in case of sickness, for medical attendance, medicines, or other necessary provisions.

It is suggested to the friends of deaf mute children, that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge in any degree, materially facilitates their subsequent advancement. To be able to write an easy hand, or at least to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute writing lessons, or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. Was the deafness from birth, and owing to some original constitutional defect ; or was it produced by disease or accident ? And if so, in what way, and at what time ?

2. Are there any cases of deafness in the same family, or among any of the ancestors or collateral branches of kindred ; and how, and when produced ?

3. Is the deafness total or partial, and have any means been employed to remove it ; and what are the results of such efforts ?

4. Have any attempts been made to communicate instruction, and is the individual acquainted with any trade or art, or with the mode of forming letters with a pen ?

5. Is the individual laboring under any bodily infirmity, such as palsy, nervous trembling, or mal-formation of the limbs ; or does he or she show any signs of mental imbecility or idiocy ?

6. What are the names, occupation and residence of the parents ?

7. If either of the parents is dead, has a second connexion been formed by marriage ?

8. What are the number and names of their children ?

A a



B b



C c



D d



E e



F f



G g



H h



I i



J j



K k



L l



M m



N n



O o



P p



Q q



R r



S s



T t



U u



V v



W w



X x



Y y



Z z



&c







STATE OF NEW-YORK.

No. 201.

IN ASSEMBLY,
February 11, 1839.

COMMUNICATION.

From the Secretary of State, transmitting the Annual Report of the Directors of the New-York Institution for the instruction of the Deaf and Dumb.

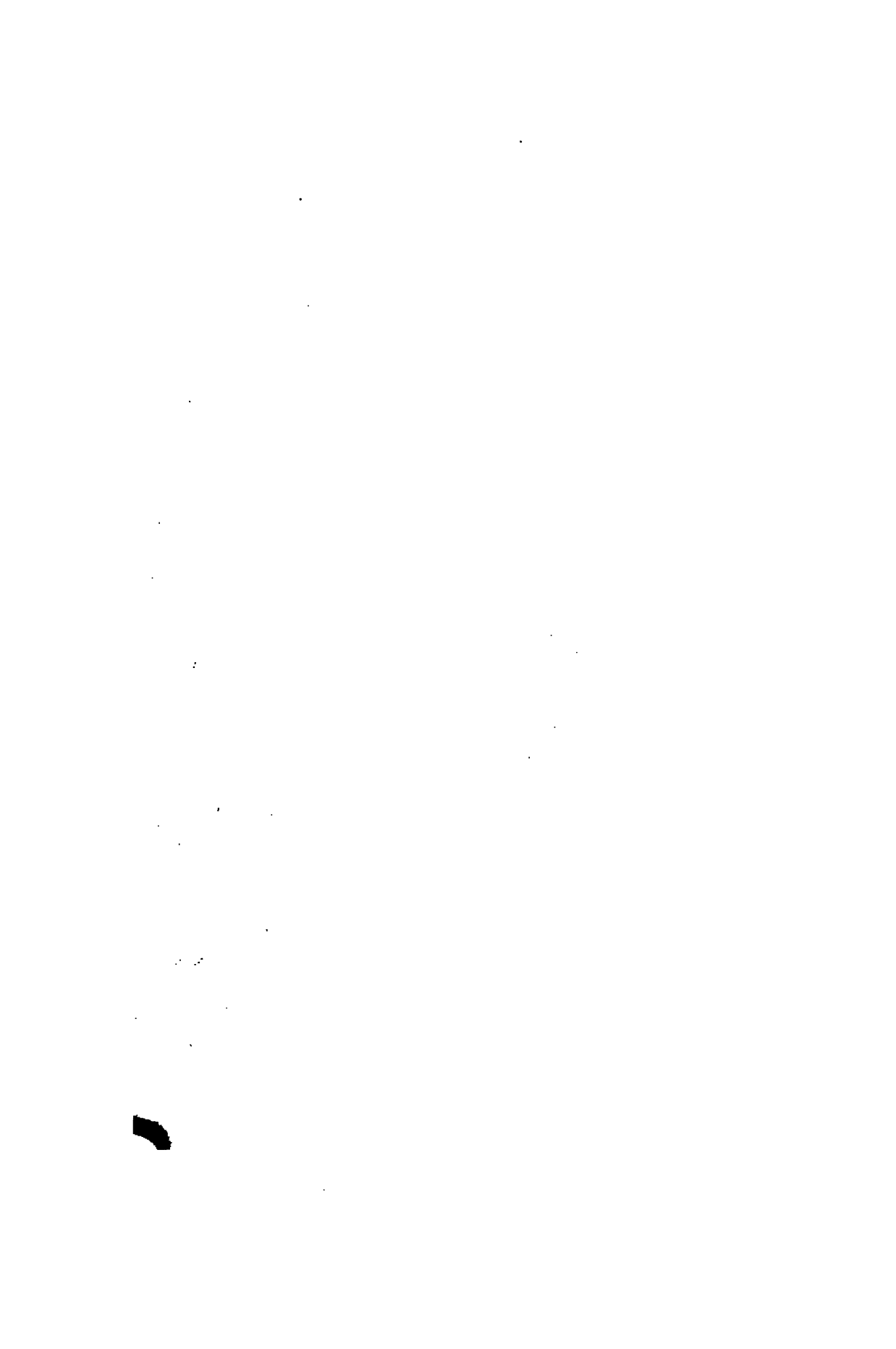
**STATE OF NEW-YORK, }
SECRETARY'S OFFICE, }
Albany, February 11, 1839.**

HON. GEORGE W. PATTERSON,
Speaker of the House of Assembly.

SIR—

I herewith transmit, to be laid before the House of Assembly, the Annual Report of the New-York Institution for the instruction of the Deaf and Dumb.

Very respectfully,
Your obd't serv't,
JOHN C. SPENCER,
Secretary of State.



TWENTIETH ANNUAL REPORT.

The Board of Directors of the New-York Institution for the instruction of the Deaf and Dumb, submit to the Legislature their twentieth annual report, for the year eighteen hundred and thirty-eight.

The disbursements during the past year, since they include those made on account of additional buildings, have consequently exceeded the expenses of any former year, amounting to thirty-three thousand and eight dollars and fourteen cents. The ordinary expenses however, fall short of those for the preceding year. The treasurer's account herewith submitted, will also exhibit an increase of receipts for the same period, forming a total of thirty thousand, seven hundred and thirty-six dollars and ninety-two cents; leaving a balance due the treasurer, of two thousand, two hundred and seventy-one dollars and twenty-two cents. This latter increase is more apparent than real, arising from the fact, that the small unexpended annual balances have been called in, and applied to the specific purpose for which they were intended.

The returns made to the last Legislature, of pupils resident in the Institution on the last day of December, eighteen hundred and thirty-seven, embraced one hundred and fifty names. During the past year thirty-seven have been admitted, and thirty-two discharged, leaving at the close of the year eighteen hundred and thirty-eight, the number of one hundred and fifty-five.

The inconveniences for want of room, under which the Institution has labored, and which have been repeatedly noticed in former reports, the Board are happy to state, have, during the past year been obviated, by the enlargement of the present edifice. This object has been steadily kept in view for some time past, and a small portion of the regular income of the society has been annually set apart for the execution of this design, whenever circumstances should appear to justify such an expenditure.

The Board deem it due to the Legislature, by whose liberality and patronage the interests of the deaf and dumb have been thus far so well secured, to state more particularly the minutiae of the plan, and internal organization of the building itself. Its location, together with the grounds occupied by, and contiguous to it, being particulars heretofore published and generally known, do not require recapitulation. Distant three and a half miles from the City Hall, it possesses the combined advantages of a convenient proximity to the city, and isolation from its distracting bustle and unhealthy confinement. Since the detailed description given in eighteen hundred and thirty-two, the building has been considerably enlarged. The addition of another story, in eighteen hundred and thirty-four, gave an elevation to the building of five stories, including the basement. During the fall of the past year, two wings, about thirty feet square, have been erected on the line of Fiftieth-street, at right angles to the main building, and of the same height, giving an appearance of symmetry to the whole, and affording most important facilities to the establishment. The building then at present, in the dimensions of its ground plan, presents a principal front of one hundred and ten feet; an eastern and western front of ninety feet each, including the wings; and in the rear, an open area, enclosed on three sides by the walls of the building, and separated from the street by an ornamental wood fence. There are two principal entrances, one at the eastern, and the other at the western end, communicating with each other by a hall passing through the centre of the main building. There are two also in the rear, opening from the yard or area before mentioned, into halls, which are extended until they intersect at right angles the central hall. Besides these there is, by the new arrangement, an additional entrance on the east and west, opening upon the first floor of the wings.

In the basement, the principal room in size is the dining-room, sixty feet by thirty, extending from the north to the south wall, through the whole centre. Across the upper end of the room is placed a table, for the instructors and other members of the family, and short transverse tables, extending from the walls towards the centre, are placed down the sides, for the accommodation of the pupils. Contiguous to the dining-room on one side, are the store room, kitchen, and other rooms for culinary purposes, and the laundry and washing rooms on the other side. The basements of the wings are conveniently fitted up as bathing and washing rooms, and furnished at the extreme rear with private vaults.

Ascending from the basement, on the first floor, the most important rooms are the sitting-rooms for the male and female departments. The

former is situated at the eastern, and the latter at the western extremity of the building. These rooms are of the same size, fifty-four feet in length, by about thirty in breadth, extending each from the central hall to the rear of the wings; spacious, well lighted and convenient; and separated from the other rooms upon the same floor, by the central and intersecting passages before mentioned. Between the sitting rooms are the hospitals for the males and females respectively; happily unoccupied save by an occasional tenant. The rooms upon the south side of the central hall are occupied, in part, by the family of the principal; and in part as a library, and common sitting-room for the instructors. Upon the second floor, the principal feature is the arrangement of the chapel, which is believed to be as convenient as could possibly be effected. The original room, which has, in part, been converted into the chapel, extended through the whole centre of the building, corresponding in dimensions with the dining-room in the basement. Within this, a division has been made for a school-room, by extending a semi-partition, seven feet in height, on each side, parallel with the walls of the room, and enclosing the smaller section towards the rear. Between this partition and the walls are left two parallel passages, by which the pupils, ascending by separate flights of stairs, and entering in the rear, are conducted into the chapel, which occupies the whole southern and larger section. This room is thirty-four feet by thirty, and constructed with seven steps of three inches in height, rising from the level of the floor to the elevation of two feet. Each step is thirty-one inches in breadth, affording ample room for a bench, and the convenience of the pupil either standing or sitting. The seats are arranged in two bodies, separated from each other by a passage-way of two or three feet in breadth, and capable of accommodating two hundred persons. The advantage of the whole plan is found in the order and regularity of the chapel exercises; and the facility with which the two departments, although entering and leaving the room at the same time, are kept distinct, and without power of communication. On the same floor, in the main building, occupying the corners towards the rear, are two school rooms, separated from the rest by longitudinal and transverse passages, communicating with the main building and with each other by a covered piazza. The rooms on each side of the chapel are occupied either by instructors or members of the family.

On the third floor the main building is sub-divided into several small apartments for the accommodation of the instructors, the family and occasional visitors, together with ward-robes and dressing rooms for the *male and female* pupils. In the wings there are two school rooms of

the same size as the corresponding rooms immediately below, communicating by flights of stairs with the piazza, and the passages of the second floor before described. The beauty of the arrangement consists in this; that the rooms appropriated to the use of the classes are contiguous, of easy access, airy, and well lighted.'

The dormitories of the pupils occupy, on the highest floor, the whole eastern and western extremities, extending from the southern front through to the rear of the wings, and entirely disconnected with each other. These rooms are spacious and well ventilated, and have a convenient communication with the vaults below, to which allusion has been made.

In the arrangement of the rooms, the main object which has been continually kept in view, and successfully attained, has been, to preserve the two departments as distinct as possible, when not brought together for the purposes of instruction. Each having a public and private entrance of its own, and provided with rooms and accommodations remote from the other, forms in reality, a separate community. The routine of daily duties, and the intercourse of the pupils are in this way managed with so much regularity and caution, and at the same time with such regard to the comfort and happiness of the inmates, as to secure the best effects.

The building is surmounted by a cupola, conveniently fitted up as an observatory, and commanding an extensive and beautiful prospect. It is believed that at the present time the establishment is as complete in all its parts, as the most anxious parent could wish, providing for the pupil, not merely a place of instruction, but a pleasant and desirable home.

The mechanical department has continued to receive its accustomed share of attention, and the several trades have been prosecuted with a view to the improvement of the pupils in the knowledge and skill of their respective occupations. Taken together, there is probably no loss incurred in carrying them on, for while the income of one branch falls short of its expenses, that of another may exceed it by a sum sufficient to make up the deficiency. So large a number of our pupils are mere children, that this department of labor can never be regarded as a source of revenue; but its value is to be estimated in the habits of industry which it forms, and the sure means of ministering to the support of the *mechanic in after life*. The number of trades is the same as heretofore

reported, (viz.) shoe-making, tailoring, cabinet making and book-binding. To those who prefer to exercise in the open air, or who intend to cultivate the soil, the large vegetable garden and adjacent grounds furnish abundant opportunity for the indulgence of their preferences.

The general health of the establishment has been such as to awaken our gratitude to God for his preserving care. There has been an entire exemption from the prevalence of acute disease, and the attacks of occasional indisposition have readily yielded to the influence of medical treatment. We are required to notice, however, one instance of death, that of a pupil who was removed home, and who fell a victim to consumption a few weeks afterward. As a great majority of the deaths in the Institution since its organization, have been caused by this disease, it is a question which it is hoped medical gentlemen will investigate, whether there is any connection between deaf-muteism and phthisis, and whether the physical disease of the organs of speech has any tendency to invite disease of the chest. A letter has recently been received by the physician of the Institution, from Rotterdam, in which the existence of such a connection is more than hinted at, and inquiring if the same tendency to pulmonary complaints had been observed here, and whether the bills of mortality were of such a nature as to lead to the belief that congenital deafness and consumption among deaf-mutes may be traced to a common origin.

The past year has been more fruitful in changes in the department of instruction than it has been common to notice. At the very beginning of it, Mr. Barnard was appointed to the chair of mathematics and natural philosophy in the University of Alabama, which led him to relinquish the situation, which, for more than five years, he had filled with credit to himself, and usefulness to the Institution. His place was immediately supplied by Mr. Brown, a former instructor, but with no confident expectation that the relation thus renewed would be of long continuance. In the month of October following, Mr. Brown vacated his post, and embarked for the eastern hemisphere, to carry out, in a different field of labor, the principles which he had learned and practically illustrated here.

His resignation was followed by that of Mr. David E. Bartlett, and Mr. Shubael F. Bartlett.

The Board regret to lose the valuable services of those gentlemen, but are consoled with the belief that their withdrawal from this field of

education, will, nevertheless, subserve the cause of science and christian philanthropy elsewhere.

2. To these vacancies the Board have appointed Messrs. A. L. Stone and A. L. Chapin, alumni of Yale college, and J. Van Nostrand, of the University of the city of New-York. They have also engaged the services of J. W. Conklin and N. M. Totten, formerly members of the school, in the capacity of monitors of the elementary classes.

The intellectual department has never been in a condition to afford higher gratification to the Board than at the present time. The members of the individual classes approximate, for the most part, very nearly to an equality of standing, which greatly enhances the pleasure of the teacher, in his efforts to impart knowledge. By the law of last session, extending the term of instruction, eighteen of the last class who had completed that period of five years, and eight others who had left the school from one to three years before, have been re-admitted, by order of the Superintendent of Common Schools, and constitute the best assemblage of pupils, of advanced standing, that has ever been collected in the Institution, at one time, since it was founded.

The law of the last session, is the crowning excellence of all the Legislation in this State, with regard to the deaf and dumb; and if parents will allow their children to avail themselves of its provisions, it cannot be doubted that in a great majority of cases, our pupils will return to their friends, with a competent knowledge of some mechanical employment, enlightened in intellect, and strengthened in every good purpose. With such an education, they would become good citizens and useful members of society.

If permanence could be given to existing legislation, nothing more would be wanting to enable the Institution to meet the just expectations of its friends and the public.

The present prosperity of the Institution is the fruit of more than twenty years of anxious care and culture. The seed which some of us then assisted to plant, we have seen ripen into a plentiful harvest. Encouraged by the sympathies of the public, and sustained by the liberality of the Legislature, it has attained that maturity which gives promise of permanent usefulness, and is regarded with pleasure, if not with pride, by all classes of our population.

In the execution of the work, many have toiled, and while we trace *with grateful recollection* the agency of all, we would instance, with

peculiar commendation, the zeal and efficiency of the present Superintendent of Common Schools, General John A. Dix. In the discharge of his official duties, he has acquired a familiarity with the theory of instruction, seldom equalled, except by those connected with an institution; and under the provisions of law, has reduced the details of practice, with regard to the selection and admission of pupils, and mode of furnishing clothing, to a systematic arrangement, easy to be complied with on the part of their friends, and which relieves the Institution from no inconsiderable responsibility and trouble. The Board beg leave to refer to the report of that officer, which will probably be made to the Legislature simultaneously with the present, for any information not embodied in this paper.

It has been an object kept constantly in view, in the past reports of the Institution, to endeavor, by presenting as great a variety as possible, of matters of interest connected with the instruction of the deaf and dumb, to attract to the subject the attention of the intelligent, as well as of the humane; and to demonstrate to the thinking, that this department of education deserves to occupy a high place in the consideration of philosophers. By doing this, we subserve, in the most effectual manner, the interests of those who by a decree of Providence, are compelled to resort, for intellectual culture, to schools of a peculiar class, and to depend on means which few are able to apply. For when it is generally admitted that talents of a high order may and must be devoted, to give to the system of deaf-mute instruction its proper development, and that persevering industry is necessary to perfect the instructor; when it is understood that the study of intellectual science, and of the philosophy of language, must constitute his daily labor, and be made the basis of all his processes, the conviction cannot fail to follow, that in order to accomplish the end proposed, there must be provided means corresponding to its difficulty.

Such of the former reports of the Institution as have been occupied with explanations of the system of instruction, have been devoted chiefly to theoretic matters, or to details of practice arising out of the consideration of the structure of artificial language. Little space has been occupied with the description of that species of signs which constitute the medium of communication between the uneducated deaf and dumb, and the first instrument of which the instructor can avail himself in endeavoring to reach, and to guide, the understanding of his pupil. This subject is, nevertheless, one in which the popular curiosity is *more highly interested* than in any other. It forms the theme of
[Assem. No. 201.]

more frequent interrogatories on the part of strangers than any of those topics which exact the higher attention of the teacher, and constitute his principal study. And the exhibitions of this singular language, which are occasionally made for the gratification of visitors, never fail to excite a much higher degree of interest than any of the regular processes of instruction in the school room.

For these reasons, it has been thought not inappropriate, in this place, to give some little account of what is commonly called the language of signs.

To say that the language of signs is a natural language would be merely to repeat what every one is in the habit of repeating. Pantomime from the earliest ages, has been one of the modes of representing dramatic entertainments for public amusement. Natural signs, too, are the necessary and invariable resort of those, who are thrown by misfortune into the midst of a people speaking an unknown tongue. The deaf and dumb, at the dawn of reason, are similarly situated among their fellow men. The same impulse and the same law of nature which leads the shipwrecked mariner to symbolize his ideas in action, while endeavoring to communicate with the barbarians among whom he may be thrown, causes the deaf mute, likewise, to resort to a similar, noiseless, but expressive mode of signifying his feeling and discovering his wants.

The language of action has thus, undoubtedly, its origin in nature. And so long as it is restricted to those signs only to which all mankind, on occasions of necessity, instinctively resort, and which all, therefore, are capable of comprehending at sight: or while it is not extended farther than to comprehend such signs as a practised pantomimic actor might devise for exhibition before the public, it may perhaps, be denominated, in strictness, a natural language.

But it must be recollected, that the tendency of all languages is to abbreviation. A stranger among savages, though he might be long in acquiring their spoken tongue, would, nevertheless, soon lay aside much that was cumbrous in his system of pantomimic communication, to substitute other signs more easy, and more expeditious of execution, to which a tacit convention would attach a similar significance. The same thing happens with the deaf and dumb. Associating habitually with a limited number of individuals, they establish a species of rapid action, mutually intelligible between the parties, though departing widely from the simplicity of nature. What is thus lost of the self-expla-

natory character of the language, is greatly overbalanced in rapidity of communication.

So long as the intercourse of the deaf mute with others, is restricted to the narrow circle in which he was born and reared, he suffers no disadvantage from this gradual change in the form of his only instrument of communication. On the other hand, he becomes a great gainer by it; being enabled to a greater and greater extent continually, to comprehend the business and the feelings of those about him; and in some degree himself, to bear a part in the society in which he lives. On the contrary, when forced to mingle with strangers, and compelled to return to the limited vocabulary of natural signs, he feels intensely the severity of his privation; and learns practically, at least, a truth which many instructors of this class of persons seem very unwilling to admit, that the language to which he has been accustomed, is not the language of nature.

The process, however, by which the actual language of the deaf and dumb arises out of that which nature herself suggests, is similar in all those cases, in which no arbitrary interference occurs to disturb it. By tracing this process, we may be enabled to understand in what the language of signs, as usually understood, consists.

We must, in the first place, consider what are the means available to all men, of expressing their ideas in pantomimic action. They will present themselves, on the slightest analysis of the signs themselves; but, for the sake of brevity, they may be stated to be simply as follows:

For the signs of individual objects, it is sufficient merely to point them out, if they happen to be present. This is called *indication*. But to recall their images when absent, resort must be had to a descriptive process analagous to painting or drawing. Actions may usually be called to mind by literal imitation. Signs of the passions and emotions consist simply of the expressions of countenance, by which such feelings are usually accompanied. The same is true of the simpler intellectual operations.

For many abstractions, a species of emblematic, or figurative action may often be employed. In other cases, ideas of this nature can only be excited by presenting such a combination of circumstances, as may tend to awaken them by inference. The natural language of signs is much restricted in regard to this class of ideas.

For the sake of intelligibility, it is necessary to illustrate, at some length, the modes of rendering each of these classes of signs available in

the communication of ideas. By mere indication, accompanied by what is an essential auxiliary in all sign language, a suitable expression of countenance, it is possible to communicate ideas to a greater extent than is usually imagined. It is easy, for example, to direct any service to be performed, by pointing to the implements to be used, and the objects on which they are to be exercised. Replies to a great variety of questions admit of being made with equal simplicity. But indication is used generally, only as a mode of abbreviating other methods of communication.

Descriptive signs require more attention. Whenever a deaf mute desires to recall the image of an absent object, he endeavors to portray its form, and exhibit its qualities, or any characteristic circumstances attending it, in such a manner that the person addressed may seem to see it actually before him. He is thus, in some sense, a painter, though he introduces into his pictures many things which are beyond the scope of the painter's art. Such are motion, change of appearance or form, odor, and sapidity, temperature, value, uses, and a great variety of other circumstances. His modes of exhibiting these things deserve a brief notice.

It is not difficult to conceive in what manner the figures of objects may be exhibited by signs. This is the simplest part of descriptive pantomime. A house may be represented by carrying the hands upward, parallel to each other for the sides, and afterwards joining them at the top in the form of a roof. And any other object having a regular outline, may be depicted by processes similar or analogous. When the outline is very irregular, it may not alone be sufficiently distinctive: but the great variety of auxiliary resources at command serve to remove any uncertainty that may exist in this respect. For example, in regard to animate objects, their habits or motions may be so peculiar as to leave no room for doubt as to the thing intended. What can be more easy than to imitate the motion of a fish in swimming? This, which is done with the hand, constitutes alone the usual sign for that object. The action of cattle in grazing, of the horse when checked by the bit, and of the squirrel in eating a nut, present other instances equally simple.

Indeed, there are few motions which may not be so nearly imitated as to recall at once the object intended. The undulation of the sea, the rolling of a ship, (representing the object itself by joining the hands,) the waving of a tree, the action of flying, the turning of a wheel, the running of water, and the floating of a balloon in the air, and instances

taken at random, in regard to which no one could be at a loss to fashion some sign sufficiently significant.

Every human action admits, of course, of an imitation strictly literal. When the deaf mute wishes to recall the idea of writing, he actually seems to write! When he would signify dancing, he really puts himself in motion for the purpose. But many of these actions, though they may thus be actually performed, are often represented on a smaller scale, merely with the hands, in order that the pantomime may not appear too violent, or become ungraceful.

The uses of objects furnish a very fertile source of description. When the form of a hammer, for instance, has been represented, nothing can be simpler than to exhibit the mode in which it is employed. In like manner, in order to distinguish a dwelling from any other building, the general sign being in both instances such as has been already described, it is only necessary to imitate the act of sleeping, or of eating. A stable would be distinguished by representing a horse entering it, or drawing hay from the rick. The horse himself may be denoted by his use; the act of riding being signified with sufficient clearness, by setting the fingers of one hand astride the other. It is unnecessary to multiply instances in which objects admit of pantomimic description from this source. Any person, when the idea has been suggested to him, will readily discover its extensive utility. Not the slightest difficulty can present itself in regard to the mode of exhibiting the uses of the various implements of husbandry, of the ordinary tools employed in the mechanic arts, of the various articles of domestic furniture, or of any of those objects which are frequently seen in the hands of men. Things of a less common occurrence must, of course, be described by a resort to other expedients.

The mode of production or manufacture, is one of these expedients often employed. It is not of universal application; but, in the cases to which it is applicable, it is strikingly descriptive. Garments may be described by exhibiting the processes employed in making them, such as cutting and sewing. Cloth itself may be recalled to mind, by reference to the process of weaving; and thread by the act of spinning. The characteristic motions of every species of artizan, are here brought into use with great effect. The shoe-maker, the carpenter, the bricklayer, the currier, the book-binder, the smith, and a multitude of others may be personified in their various employments.

The modes adopted, also, in preparing various instruments for immediate use, may be exemplified in recalling to mind the instruments themselves. These are frequently so obviously distinctive, as to require nothing farther in the way of explanation. The sharpening of a razor, of a carving knife, or of a sythe, may be mentioned by way of illustration. The mending of a pen, the tuning of a violin, and the winding of a watch, are instances similar in principle.

In regard to objects belonging to the vegetable kingdom, their appearance in germinating, and their gradual growth, afford means of denoting them in pantomime. It is easy to represent the sprouting of the young plant, by passing the fingers of one hand upward through the other. And the increase of plants in height may be represented, by carrying the hand upward from a low position, as if measuring their growing altitudes. These signs, it is true, do not distinguish particular vegetables. To render them explicit in this respect, some additional characteristic sign is necessary. Such an addition may be derived from the form, and color, of their roots, leaves, or flowers, and from the uses to which they may be applied. Grain may be described by superadding the act of reaping, of binding, or of threshing out: grass by allusion to the grazing of cattle, or to the act of mowing: corn by the form of the tops, the leaves, the ears, and by the act of shelling it off.

In the description of fruits, sapidity and odor afford a considerable resource. The same circumstances are also available in other instances, but their utility is not so extensive, as that of the other means already mentioned. In regard to odors, the sign language admits of little discrimination; its power being limited to the signification, simply of what is agreeable or disagreeable. Tastes may be signified with something more of particularity. The perceptions of sweetness, bitterness and acidity are accompanied by expressions of the countenance, which can hardly be mistaken. It is by means of these expressions only, that qualities like those under consideration can be denoted in pantomime; inasmuch as the ideas admit of no emblematic representation, and the perceptive organs concerned, are not among the members of the human body, which admit of being brought into visible action. Still, as already remarked, the aid they furnish is by no means contemptible; and they are of almost indispensable use in pantomimic descriptions of fruits and flowers, drugs, perfumes, and articles of food.

The materials of which objects are composed, furnish also a valuable *source of descriptive pantomime*. These are themselves, however, chief-

ly describable by their qualities, or the processes by which they are wrought. Thus, the consistency of substances forms a striking mode of distinguishing them from each other. To denote hardness, the deaf-mute strikes the back of one hand with the knuckle of the other. Softness, or the contrary, is expressed by the action of compressing some yielding body with the fingers. Malleability is signified by the action of hammering, in the manner of a smith. The act of pouring may denote fluidity; that of suddenly breaking some object with the hands, brittleness, &c. The colours, likewise, of various materials afford useful auxiliary signs, in describing them.

In the natural language of action, colours can only be expressed by referring to objects of similar colour. These are not, it is true, always at hand; but in regard to the most simple colours, there will rarely be any difficulty of this kind. Thus, deaf-mutes usually refer to the lip for red, to the bosom for white, to the shoe or the eye-brow for black, and to various accidental articles of dress for other colours. Arbitrary signs usually creep into the language of a community of deaf-mutes, to express this class of ideas. But when the language is strictly natural, the resorts just mentioned are indispensable. Some skill or artifice is necessary to show that the objects referred to, are not themselves meant, in substance, instead of the particular quality desired; but this is not difficult, and the process is easily intelligible, even to the inexperienced.

By the help then of these signs of qualities, various material substances may be distinctly signified. Thus, metals are hard and malleable substances, and they may be distinguished from each other by signs, significant of colour. When, however, two or more resemble each other in this respect, the idea of comparative value may be introduced. Value in general, is signified by the sign for money, derived from the act of passing specie from hand to hand. If it be intended to signify that the value is great, the hands are then drawn asunder with an emphatic expression of countenance. A contrary action will convey the opposite idea.

Besides this method of description by qualities, resort may be had, as already stated, to the modes of performing mechanical operations upon various substances. Thus the sawing, cutting and splitting of wood, afford the means of recalling that substance to mind. The dressing of brick with a trowel, may be imitated for a similar purpose. The measuring and cutting of cloth, the hammering of stone, the kneading of dough, and the mode of preparing flax, may be mentioned as additional instances.

The weight and the size of objects, afford still further resources for description. Nothing can be more natural than the signs indicative of various weights. They consist simply of the act of lifting, with more or less difficulty. Extreme lightness may be denoted by seeming to toss the object once or twice upward.

Size, admits of a descriptive action, equally simple. This consists in the apparent measurement with the hands of the dimensions of an object, or in cases where the object is too great to be thus measured, in separating the hands widely, and filling up the description by the expression of the countenance, and the eyes.

Heat and cold may also be very expressively denoted in the language of signs. The breath affords a ready means of signifying warmth.—Great heat is expressed by indicating the sudden action with which we involuntarily withdraw the hand from a hot substance. Cold is denoted likewise by imitating its effects upon the body, such as the drawing together of the limbs, shivering, chattering the teeth, &c.

It would be a task almost endless, to go into a detail of all the modes in which sensible objects may thus be described in pantomime. The purpose of this paper, is merely to give a few illustrations of these, by the help of which the nature of the sign-language may, in some degree, be comprehended. We shall pass therefore here, from this branch of the subject, to consider that more difficult class of signs, which relates to immaterial things.

The extent to which the deaf-mute, in a state of nature, can properly be said to abstract, is exceedingly limited. Indeed the evidence upon which, in any particular case, he can be assumed to exercise such a mental process, is usually of a very doubtful character. Qualities and states of being are contemplated by him, not as distinct existences, but as inseparable attributes of the objects to which they belong. To a certain extent, he may be said to conceive general notions of classes of things, and to reason upon them independently of the individuals of which they are composed. He thinks of man, for example, in a general sense, and is perfectly competent to state and to understand propositions, intended to apply to all mankind universally. The signs, however, which he employs to denote such classes of objects, are identical with those which are used by him to signify the mere individuals; and it is only by a knowledge of the circumstances in which they are introduced, that it can be understood whether they are intended to be restricted to particular objects, or to embrace a whole class. If, for in-

stance, a deaf mute is alluding to some person whom he has met, the sign of *man* may be understood to represent that person. But, if he is comparing man with other animals, or endeavoring to express the qualities which give men superiority over their kind, the same particular sign must be understood in a general sense. His power of generalization, is thus pretty extensive. It is otherwise with that which is properly called abstraction.

It must not be supposed, however, that the deaf mute is incapable of expressing, in a certain manner, many of those propositions which ordinarily demand the exercise of this latter power. The principles of practical morality, for example, may be expressed under an abstract form. But in their concrete forms, these principles may also be enunciated in such a manner, that their force as principles may be perfectly comprehended. The power of generalization just alluded to, is sufficient to indicate their universal application. To take an instance, in general terms we say, *truth is commendable*. The deaf mute connects the idea of truth with that of the individual who speaks it. He will describe a *person* speaking truth, and express by signs, the approbation which such a one deserves. The universality of this proposition, consists in the fact, that the sign of the person is employed as a generic sign.

These observations will seem to show the limitations to be kept in view, in considering how far the ideas of intellectual and moral qualities and existences are contemplated by the deaf and dumb, as independent objects of thought.

We proceed, therefore, briefly to illustrate the species of pantomimic action by which, in the natural language, such ideas are depicted. To begin with the simpler emotions, and intellectual operations: These, as it has been already intimated, require no signs, beyond the mere expressions of countenance which so strikingly characterize them. As each emotion, however, especially if violent, impels to some kind of gesticulation, the deaf-mute usually combines with the simple expression just mentioned, a suitable bodily action. No one can ever be at a loss to understand, or even himself to exhibit signs sufficiently striking, of passions like anger, fear, or love, or of intellectual operations, like those of simple thought or recollection.

Moral qualities are more difficult of expression. There present themselves two modes of signifying these in pantomime. The first is founded on the natural ability just explained, to display in the countenance,
[*Assem. No. 201.*]

any species of simple emotion. In the contemplation of moral qualities, emotions of this kind spontaneously arise, and it is by the just exhibition of these, according to the nature of the quality under consideration, that signs of the class we are discussing are fashioned. The adjective *good*, for instance, expresses a moral quality, very extensively appertaining to objects of every description. This quality is exceedingly indefinite in its character, and the corresponding term may admit of a great variety of particular definitions, according to the varying nature of the objects to which it is applied. All these varieties, however, in one respect agree, for they are universally fitted to excite approbation. Hence, in the expression of countenance by which we signify satisfaction or approval, and in any species of gesticulation by which we may give emphasis to such an expression, we may find a sign corresponding to the word *good*. The opposite quality, *bad*, requires of course, a species of action of a description precisely the contrary of this.

There is another method of expressing moral qualities by signs. It consists in emblemizing the idea intended to be conveyed, by a species of action founded on some fancied resemblance. Rectitude of principle or conduct, may thus be denoted, by carrying one hand forward in a straight line across the palm of the other; the action being performed with an air of decision or determination, significant of firmness. Justice may be symbolized by the action of weighing, while the countenance assumes an expression at once of inquiry and candor. In regard to this class of signs, it is hardly possible to lay down general rules.

Each emblem which finds its way into the vocabulary of the deaf and dumb, is usually adopted under those peculiar circumstances which first lead the individual to feel the need of such signs; and derives therefore, a part of its significance from a sort of convention between those who employ it. Still, as the nature of the language prompts always to some attempt at description, the signs adopted, however imperfectly they may shadow forth the idea, are to a certain extent figurative.

Ideas of the division of time, are very early acquired by the deaf and dumb. From the course of the sun, they soon learn to distinguish the day. The morning, noon, and evening, are expressed by representing the positions of the same body at those periods. The use of a clock or watch, is readily apprehended by them; and in order to express an hour or any of its parts, they describe a circle or part of a circle, upon the *palm* of one hand, with the fore-finger of the other; the latter representing a *pointer*.

The seasons soon suggest descriptive signs. Thus the spring is represented by the sprouting of herbs; the summer, by the heat and the perspiration it causes; the autumn, by the falling of the leaves; and the winter, by the cold and the snow. In numbering years, they usually tell on their fingers so many cold or hot seasons; and in counting days, they tell in like manner, the number of nights, which they represent by passing the hands before the eyes, to indicate darkness, or by representing sleep in pantomime. Their observation of the day devoted to worship, which they indicate by the natural sign of devotion, leads them to distinguish weeks. Months being marked by no obvious division, finds no place in the natural system. The deaf and dumb, however, like the savages, reckon the number of successive moons, which furnish divisions of time, corresponding with sufficient accuracy to the calendar months, for ordinary purposes.

The natural language of the deaf and dumb, can hardly be considered to embrace more than has been thus far explained. Yet, to some persons, even after they have acquired some understanding of the subject, it seems inexplicable that signs like those we have been considering, can ever be combined into connected discourse. It is necessary, therefore, that we should add a few words in regard to what may be called the syntax of the sign-language. Many of the individual signs themselves, it must be premised, derive half their meaning from their connection; so that in point of fact, the combination of these symbols of ideas, so far from being a distinct and separate difficulty, is intimately blended with the art of executing them singly. It is often, in truth, much more difficult to convey an isolated idea by an isolated sign, than to call up the same idea in its connection with others in discourse. For it must be apparent from what has already been said, that the circumstances in which the parties are placed, and the nature of the subject under consideration, help, not unfrequently, to give significancy to pantomimic expressions, which alone, would be vague and indefinite, if not without meaning.

The most simple connected expressions in spoken language, are those in which some single attribute is affirmed to belong to some particular object. The sentence, *a lion is strong*, is an exemplification of this. In pantomime, we should first have the lion, next the attribute, strength, and finally the affirmation, expressed by the nod which is universally understood to convey that idea. To express the sentence, *a lion tears a lamb*, we should first have the lamb, which is the object, then the lion, and finally the action. Much of the significancy of this species of ac-

tion results from a proper location of the signs of the objects introduced. The actor will, in this respect, proceed as if he were portraying a picture, and the relative positions given to the lion and the lamb, will be such as they would naturally occupy, were the fact to take place under the eye of the spectator. Whenever any qualities are ascribed to an object not in the way of affirmation, they are introduced after the mention of the object itself. This is contrary to the usage of most spoken languages. Thus instead of saying, by signs, *a large black horse*, we should say *horse, large, black, one*; the numeral answering to the article.

These illustrations in regard to simple expressions, will serve to explain the manner in which more complicated forms of language are paraphrased. Let us take, for example, the following sentence: *If it should rain this afternoon, I shall take my umbrella with me when I walk to town.* The corresponding pantomime would be, *afternoon, today, rain, town walk I, umbrella my take.* It will be perceived that the connectives for the most part disappear, in the natural language of signs. As this language develops itself, and acquires a structure more artificial, (which takes place in the institutions,) these connectives are more or less extensively introduced. They are rarely, however, essential, nor are the modifications of the verb any more so. The syntax of the sign-language will thus be seen to be of the most simple character. It presents little difficulty to the students of its peculiarities: whose greatest perplexity, in regard to it, will be found to arise from the habit long fixed, of arranging the signs of his ideas in an order prescribed by the mechanism of spoken language, which is far from being that of nature. He will find himself, also, continually endeavoring to introduce signs which are entirely unnecessary: corresponding to the words, which the latitude of ellipsis in pantomime, allows to be suppressed.

This leads to the remark, that signs are by no means to be considered the literal equivalents of words. Indeed, few signs can properly be said to have any single word precisely similar in meaning. From the remarks which have already been made in regard to the modes of describing objects in pantomime, it will readily be seen, that, in most cases, several signs are necessary, in the natural language, to represent one object. This object, however, has but a single word corresponding to it, in speech. On the other hand, by the freedom of ellipsis, which the genius of this language allows, a few signs may sometimes speak volumes. It is to be considered; moreover, that, in speech, most words have a determinate grammatical character; that is to say, they are nouns,

verbs, adjectives, &c., and such only. This is far from being the case with signs. *Act, action, active, actively*, are words distinct in grammatical character, which have, nevertheless, a common mode of representation in pantomime.

There is, moreover, another distinction in regard to the elements of the sign-language, which deserves consideration. Many signs are radically different from each other, while others are employed as mere auxiliaries, and connected, like adjectives, with various others. The radical signs represent some characteristic of a class of ideas; the auxiliaries serve to distinguish the individuals of the class. Thus, the sign for man is radical, and the additional signs necessary to distinguish his business or capacity, may be denominated auxiliary. A tailor, for example, is distinguished as a man *who sews*; a carpenter, as a man *who uses a plane, &c.* This distinction applies not merely to the signs of visible things, or to nouns merely. It extends throughout the language. Every group of analagous ideas has its common radical sign, and the varieties are distinguished by auxiliaries. Thus, the words help, support, sustain, maintain, and others similar, are represented by applying different auxiliaries to a common root.

There is in this, something analagous to the formation of derivatives in written language. In many instances, the two processes are parallel. But, in the sign language, this mode of distinguishing ideas from each other, extends farther than mere derivation in speech. Terms nearly synonymous, which yet, in the spoken language, have no common origin, nor grow one out of another, are yet, in pantomime, distinguished by their departures from the one signification which is elementary in all; or by the various additions to this elementary signification, which characterize them individually.

Having thus sketched briefly an outline of that visible language, which nature, prompted by necessity, furnishes to the deaf and dumb, in a state of ignorance; it is proper that we should next consider that more artificial system of signs, which is the growth of the schools, or which tends to develop itself in any circumstances wherein which the intercourse of deaf-mutes with their fellow men, is frequent, and long continued. We have seen, that, in nature, the sign of a visible object is a picture, more or less perfect of the object itself. Perhaps we may be allowed to say, that no natural sign can be regarded as absolutely complete, which omits to embrace all the characteristic qualities or circumstances appertaining to the thing intended. But the use of signs

of this description must obviously be attended with a great consumption of time. Rapidity of communication, is, consequently, in the same proportion retarded. The deaf-mute, therefore, in endeavoring to make himself intelligible, strives to abridge, as much as possible, the lengthened descriptions which encumber his language. As the individuals with whom he is conversant become more and more capable of following his gesticulations, he finds himself able to omit many of the merely auxiliary signs of description, restricting himself to such only, as represent the most striking characteristics of objects. In all his conversations, he is continually on the watch to carry this process of retrenchment further and further. His eye is constantly on the countenance of the person he is addressing, and he continues his descriptions no longer than till he perceives in that mirror of the understanding that he is comprehended.

Let us suppose now, that in the representation of any particular object, the deaf-mute is in the habit of commencing his description constantly in the same manner, by allusion, for example, to that distinguishing quality or circumstance, which strikes his own mind with the greatest force. In the beginning he may find it necessary to super-add to this sign, another and another, before the image of the object intended, will spring up in the mind of the person to whom he addresses himself. A little familiarity with his habits will, however, enable that person to recognize this object long before the pantomimic description is completed. At each recurring allusion to it therefore, the deaf-mute will find himself comprehended, with less and less expense of effort. He is enabled to drop one auxiliary sign after another, until at length it will happen, that the moment the very first motion is made, the object will be present immediately to the understanding of the person addressed. From this time forward, the object under consideration will have but a single expression or gesture, for its representative in the sign-language. This representative nevertheless, although the offspring of a mode of description perfectly natural, can have little pretension to the character commonly attributed to a natural sign. It ceases to be universally intelligible, and partakes in a measure of the original insignificance of signs purely arbitrary.

The first obvious distinction therefore, between the natural language and the language of the schools, consists in the fact, that the latter is made up of elements abridged from those of the former; the abridgement being carried to such an extent as to destroy, in a great measure, *the self-explanatory* character of the signs, while it imparts at the same

time to the language, a much higher degree of practical usefulness. It hence results, that to strangers, observing for the first time the rapid gesticulations of the deaf and dumb, hardly one motion out of a hundred seems to convey a definite idea; and the entire succession taken together, is as completely incomprehensible as the writing of the Chinese.

The language of the schools differs farther from the natural language, in being greatly more copious. The much greater facility of communication which it allows, imparts new activity to the intellect. New ideas develop themselves, and are immediately associated with new signs. Thus it happens that deaf-mutes, familiar with the language of the schools, become capable, even at a very early stage of their education, of conversing on subjects which, to their less favored companions in misfortune, are a sealed book.

The language of the schools differs still farther from the natural language, in admitting many signs which are purely arbitrary. From the concise gesticulations substituted in place of natural descriptions, the transition is easy to the invention of new signs, founded on no resemblance or analogy, but adopted simply because they differ from all others. To this class belong modes of distinguishing many persons and places, and those adopted to express ideas difficult of representation by natural signs. It is true in fact, in many cases, that the mere initial letter of a word represented on the fingers, and accompanied by some distinctive movement of the hand, is employed to stand as the representative of the idea for which the word is the name.

The three grand peculiarities then, which serve to distinguish the colloquial sign-language of the schools from natural pantomime, are first, the superior simplicity of its elements; secondly, the greater copiousness of its vocabulary; and thirdly, its occasional entire departures from the system of nature.

To many persons of undoubted sagacity, it has seemed impossible that the sign-language should be capable of ever becoming more than a very imperfect instrument of conveying a very limited number of ideas, in a very inaccurate manner. But when once the practicability is recognized of substituting signs entirely arbitrary, in place of those which nature suggests, the way is opened for rendering the language of action as copious and as exact as any of those countless spoken tongues, which afford now the means of communicating from man to man, every thought of human intellect, and every emotion of the heart. Let us for a moment *suppose the whole human race to be deprived of every species*

of language whatever: In such a state of things pantomime would present itself as the obvious, and as the only immediate mode of establishing a channel of communication between the individuals of the species. Its self-explanatory character would give it long the preference over any system of vocal sounds, whatever might be the tendency in the lapse of time, to the development of a spoken tongue. The very limited number of ideas for which sounds suggest natural representatives, and the entire unfitness of this particular class to constitute a language, in the proper sense of the term, would, unquestionably, prevent speech from springing into being by a rapid growth. It has been a favorite theory with many, that the human race was, at an early period, actually in this speechless and helpless condition. According to such, the language of the lips was the offspring of an almost infinite series of tacit conventions. But had mankind been created without the vocal organs, or without the sense which gives to those organs their utility; had they come into existence like the deaf and dumb, forced by the limitations of their natural powers, to depend for their means of intellectual intercourse upon the sight alone, a similar series of conventions would, unquestionably, most inevitably have led to a universal language of action, copious in its vocabulary even to exuberance, and definite in its nomenclature, to the highest extreme of exactness. Can this proposition be doubted? Is there any limit to the possible variety of gesticulation—any want of adaptation to facility of rapid execution—or any other disqualification inherent in a system of signs, which, even without the aid of art is already a language, to prevent it from fulfilling the highest offices of an instrument of communication and of thought? Whoever can imagine himself to discover any thing like this, must be singularly wedded to prejudices which modern philosophy has long since exploded.

But it may be inquired, why, if the language of action admits of so large a development, do we see it still, even in the oldest institutions in the world, so far behind that of speech in every respect which gives to language its highest utility to man? The answer is an easy one. The little communities of deaf-mutes collected in the schools, are not, like the nations of the earth, in a constant state of progression. Class, indeed, succeeds to class, as generation to generation: but each, at a certain point of improvement, yields its place to another, in a state of total ignorance. In order that improvement should be steadily progressive, it is essential that each succeeding generation should add something to the inheritance it receives from its predecessors. But the *limited duration* of the period allotted to the education of the deaf and

dumb, is barely sufficient to allow the possession of this inheritance to be investigated and improved.

To the expansion and improvement of a language, it is necessary that there should be an antecedent accumulation of knowledge and expansion of ideas. The deaf and dumb are not in a condition to effect great changes on their medium of communication, until they are in possession of those intellectual stores, which may render the want of a greater perfection perceptible. Nor are they, during the period of their education, possessed of judgments sufficiently matured, to enable them to enlarge the copiousness of their sign vocabulary, with any regard to method.

To these considerations, it may be added, that the very nature of the occupations which employ the minds of deaf-mutes at school, is such as to withdraw their attention from the improvement of the language of signs. Alphabetic language is the great and constant object of their thoughts. The brief period allowed for their intellectual culture renders it impossible that they should devote any part of their time to a labor, aside from the purpose for which they are assembled.

Finally, nothing can tend more powerfully to check the improvement of an imperfect language, than the acquisition and constant use of one already perfect. The daily progress of the pupil in the attainment of the language of his country, renders his own natural mode of communicating his thoughts, less and less important to him. He becomes early and ardently absorbed in the endeavor to acquire that means of expressing his ideas, which he finds to be common among his fellow-men; and thus not only the necessity, but also the desire of perfecting his own, dwindles away, day by day.

All these reasons operate to maintain the language of action in the schools at a certain point of perfection: but none of them are of any weight, in disproof of its perfectibility. On the other hand, its obvious superiority over the simple language of nature, a superiority which it has attained under every disadvantage, and which is the spontaneous growth of a soil almost wholly uncultivated, demonstrates its capability of indefinite improvement.

It must, however, be added, that the culture of this language has not always been wholly neglected. In fact, the foregoing remarks, though extended somewhat beyond the original purpose, were intended merely as an introduction to the notice of the efforts, which have been made by

some instructors of the deaf and dumb, to give to the language of action the very development, of which we have argued it to be capable.

The celebrated De l'Épée was early impressed with the practicability of rendering the sign language, not only as copious as that of speech; but also perfectly parallel to spoken language in all its elements. In other words, his scheme was, to devise a sign to stand as the literal representative of every spoken word. To the execution of this project, he directed a great share of his attention. Nor was this scheme less a favorite, with his distinguished successor, Sicard. The whole system of instruction pursued by that illustrious man, was founded on the principle of giving to the sign language, its highest degree of expansion. In more recent times, many schools have adopted the methods of Sicard and De l'Épée; and here and there an instructor has chosen to introduce signs differing from theirs, though perfectly synonymous in signification.

It has been found impracticable, however, (and from what has been said, the reasons will be obvious,) to render the sign language thus expanded, the ordinary conversational medium of intercourse among the deaf and dumb. Indeed, besides the difficulties in the way of introducing a language so copious, and so artificial, difficulties which we have just pointed out, the system of Sicard abolishes the natural syntax of the language of action, and substitutes that of speech. It can, therefore, only be employed as a medium of communication, by those to whom the artificial structure of spoken language is familiar. Thus, two teachers would have no difficulty in communicating by means of signs formed on Sicard's system, and called by him, methodical signs, but the same facility would not exist, in the case of the half educated deaf and dumb: Moreover, besides, the entirely different arrangement required by methodical signs, they exclude the possibility of employing the emphasis of the countenance, in connected discourse. For these reasons, as a medium of conversation, methodical signs are, for pupils under instruction, absolutely without use.

In regard to the utility of their employment as a means of instruction, teachers have differed. Though they are ill adapted to the expression of connected thought, many have believed them valuable auxiliaries, for recalling to mind the individual words with which they are associated. It has been thought that the economy of time which their use admits, and the greater tenacity with which the memoirs of deaf-mutes fasten upon signs, than upon words unconnected with any simple representative gesticulation, are advantages which ought not to be neglected. It

is further believed, that in communicating through the medium of signs, ideas which are required to be embodied in alphabetic language by the learner they possess a superiority over written examples, since the elements, out of which the sentence is constructed must be retained in the mind and reduced to a grammatical arrangement according to certain fixed principles of construction. This process of translating ideas into written forms, by the pupil, if such it may be called, improves the memory, and calls into exercise the judgment, to an extent not demanded by merely reading the formula upon the teacher's slate, or even by transferring it to his own: and accordingly, it has been found after fair and long continued experiment, *that for the purpose of teaching the principles of written discourse*, no instrument can be advantageously substituted in their stead.

With this we may conclude our cursory sketch of the language of the deaf and dumb, whether natural or artificial. It is a subject abounding in interest, and one upon which a volume might be written. To the teacher its study is, moreover, of high practical importance; since nothing can afford him a more direct clue to the operations of the intellect of each new candidate for mental culture, than the ready comprehension of those modes of gesticulation which, in his isolation he has independently devised, to convey his thoughts to those about him. Nothing therefore, can better inform him, in what respects his pupil is most deficient in knowledge, or in what way he can most judiciously proceed in the commencement of the labor of instruction. Its subsequent importance to him throughout the course, must be obvious.

If the remarks which have here been made shall have a tendency, however slight, to increase the interest already taken by the intelligent and good, in the condition of the objects of our care, we shall have accomplished an end for which no effort can be deemed too great. The comparatively small number of the deaf and dumb, in proportion to the whole body of our population, and the manner in which they are scattered throughout the community, cause them too frequently to be overlooked and forgotten. Even in the State of New-York, where provision exists for their education on a most liberal scale, it is at once lamentable and surprising, how many are suffered to grow up in ignorance. Still more lamentable it is to think, that this state of things is a legitimate consequence of the neglect of the intelligent among the people, to exert that influence with prejudiced or parsimonious parents, which their superior knowledge and their standing in society might enable them to exercise, and which might easily secure to the unfortunate

children that invaluable intellectual and moral culture, which is adapted to render them not only wise for this world, but wise unto salvation.—To all such, we desire to address an appeal. A responsibility rests upon them, of which, however unconscious they may seem, they can never divest themselves. It is in their power to become instruments of good, to numbers among the most unhappy of the human race, to an extent which none can fully understand, but those who have seen the light of gladness beaming in the countenances of the inmates of the Institution, and witnessed the mute eloquence of their gratitude to the benefactors, who have redeemed them from the darkness of ignorance and its attendant wretchedness. Would every individual who has a heart to feel for the misfortunes of his kind, make use of that measure of influence which Heaven has given him, and for the exercise of which he is accountable, in endeavoring to prevail on parents or guardians simply to accept the proffered bounty of the State, and allow their children to be educated; then might we soon have the satisfaction of knowing that within our borders, at least, there remained nothing farther to be accomplished for the deaf and dumb.

But until such an influence shall be extensively extended—until the enlightened portion of the people shall condescend to combat the prejudices of the ignorant—and the humane, not satisfied with the mere exercise of compassion, shall exert themselves to protect the unfortunate against the very persons whom nature has constituted their protectors, but who prove too often faithless to the trust; it is idle to expect that any munificence on the part of the public, or any fidelity on that of this Institution, can ever remove from our citizens the reproach of permitting numerous intelligent and immortal beings, to grow up in the midst of them in ignorance and vice—a burthen on their friends, and a nuisance in society.

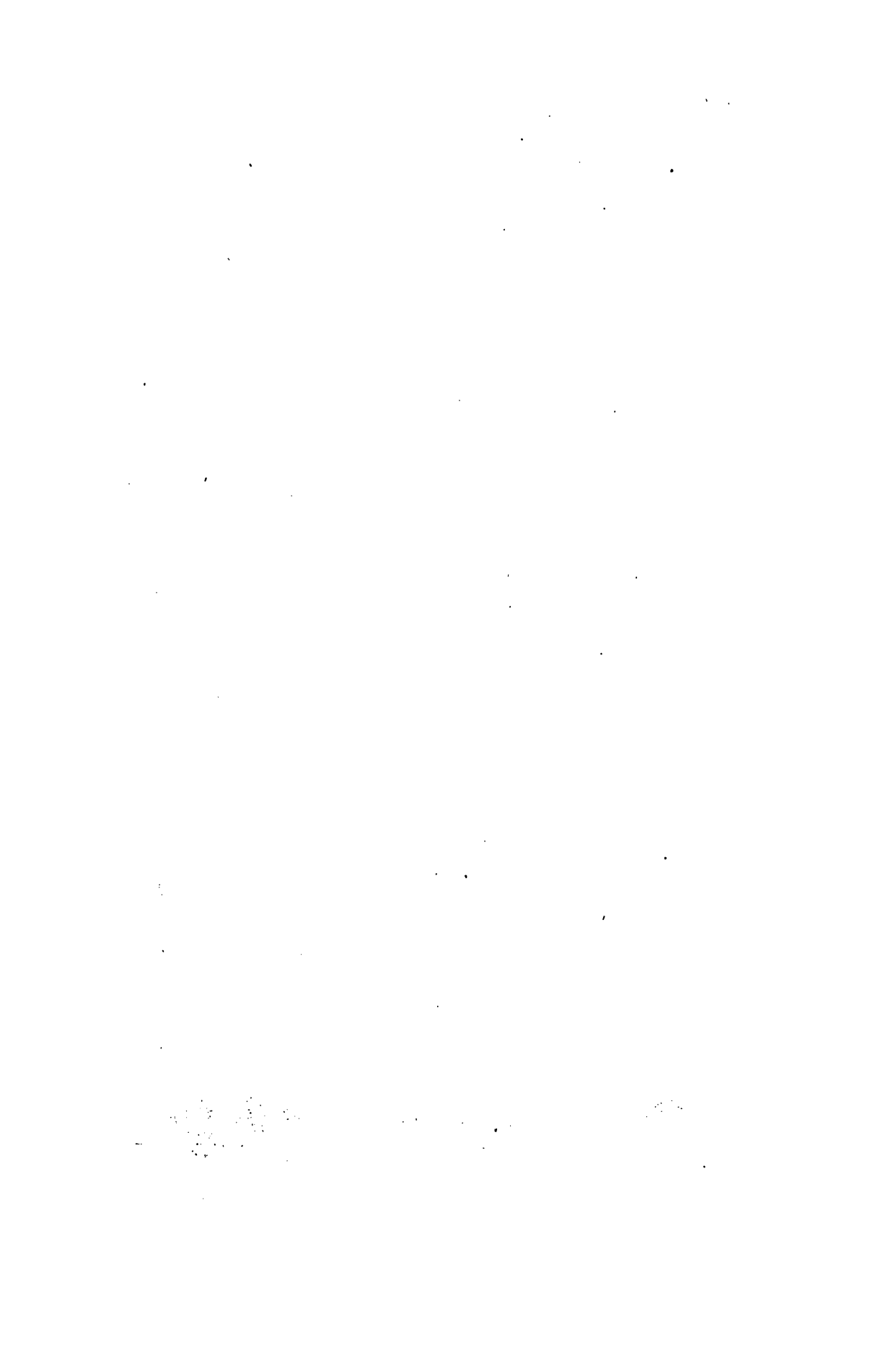
There exists at present, in the minds of the Board, but this single cloud upon the prospects of the deaf and dumb, in the State of New-York. The Legislature have too often expressed their determination, in the most decisive manner, to encourage, by every means in their power, the cause of deaf-mute education, to leave a doubt that such is to be the settled policy of the State. The Institution under their fostering care, has grown up into an importance scarcely rivalled in the world; and from its steady increase in numbers, constant advancement in reputation, and rapid progress in improvement, it is evidently far from having yet attained the summit of its usefulness. While, therefore, the Board contemplate the past with no ordinary degree of satis-

faction, they look forward to the future with a cheering confidence, that succeeding years will bring with them additional cause of encouragement and gratification, to every friend of humanity.

By order of the Board.

JAMES MILNOR, *President.*

H. P. PEET, *Secretary.*



LIST OF PUPILS

In the New-York Institution for the instruction of
the Deaf and Dumb, December 31, 1838.

NAMES.	RESIDENCE.	
	Town.	County.
Arnold, Fanny,	Tyrone,	Steuben.
Ayres, Oliver,	Walkill,	Orange.
Ackley, Sarah C.	Bennington,	Genesee.
Atkins, John H.	Troy,	Rensselaer.
Arnold, Charles H.	"	"
Banks, Emeline,	Walton,	Delaware.
Banks, Susan,	"	"
Bentley, Taber,	Unionvale,	Dutchess.
Bortle, Susan,	Coxsackie,	Greene.
Budd, Elizabeth R.	New-York,	New-York.
Brownson, Mary Ann, ...	Cohocton,	Steuben.
Brown, Jane L.	Salina,	Onondaga.
Brown, Harriet P.	"	"
Brown, Sylvester P.	"	"
Barnes, Elvira,	New-York,	New-York.
Burdick, Corintha O.	Bennington,	Genesee.
Burchard, George S.	Watertown,	Jefferson.
Bragg, William,	Otisco,	Onondaga.
Bragg, Isaac,	"	"
Baker, George,	Dryden,	Tompkins.
Banister, Luther,	Pierrepont,	St. Lawrence.
Baldwin, Naomi P.	Bloomfield,	Essex.
Brower, Elizabeth A.,	Paterson,	Passaic.
Benedict, Isaac,	New-York,	New-York.
Burlingham, William A. ..	"	"
Burgess, Peter,	"	"
Broqua, Pauline,	"	"
Baker, Abel B.	Montgomery, ...	Orange.
Buck, Jane,	Penn-Yan.,	Yates.
Bosworth, Joseph S.	Sweden,	Monroe.
Bucklen, Martha A.	West Winfield, ..	Herkimer.
Bracy, Mary Ann,	New-Haven,	Oswego.

NAMES.	RESIDENCE.	
	Town.	County.
Brown, Daniel D.	Pitcairn,	St. Lawrence.
Blowers, Cyrus,
Butler, Virginia,	Wyoming,	Putnam, Ill.
Bean, George,	Syracuse,	Onondaga.
Conner, Catharine,	New-York,	New-York.
Conklin, Abraham,	Coeymans,	Albany.
Cantine, Richard H.	Wawarsing,	Ulster.
Covert, James E.	Potter,	Yates.
Crandall, Henry B.	Watervliet,	Albany.
Campbell, Franklin,	Bern,	"
Crawford, William M.	New-York,	New-York.
Cary, Mills,	"	"
Clark, Alfred,	Otisco,	Onondaga.
Curtis, John,	Unadilla,	Otsego.
Crawford, Rosetta,	Mooers,	Clinton.
Clark, John Oliver,	Jersey City,	Bergen, N. J.
Crepts, Christian,	Rome,	Oneida.
Denton, Harriet,	Newfield,	Tompkins.
Denton, Lucil,	"	"
Dickinson, Martha,	Potsdam,	St. Lawrence.
Darrow, John,	Cambridge,	Washington.
Duncan, Nathan M.	Monmouth,	Monmouth, N. J.
Dryer Mary,	Oakhill,	Greene.
Eycleshimer, Jane,	Pittstown,	Rensselaer.
Flint, Mary,	Vernon,	Oneida.
Farrell, Nicholas,	New-York,	New-York.
Freeborn, George,	Herkimer,	Herkimer.
Ferris, Joseph Fox,	Smyrna,	Chenango.
Fitzgerald, William O. ...	Warwick,	Orange.
Fearon, Eleanor,	New-York,	New-York.
Field, William P.	Troy,	Rensselaer.
Gilluly, Catharine,	New-York,	New-York.
Genet, Francis,	Albany,	Albany.
Groesbeck, Magdalen,	New-Scotland, ...	"
Gilbert, Sarah Ann,	Seneca-Falls, ...	Seneca.
Griswold, Henry E.	Utica,	Oneida.
Gamage, Harriet C.	New-York,	New-York.
Gamage, Gilbert, C. W. ..	"	"
Garrett, Catharine Ann, ...	Halfmoon,	Saratoga.
Granger, Polly Ann,	Bethany,	Genesee.
Howell, Charlotte,	Brookhaven, ...	Suffolk.
Houston, Ellen,	New-York,	New-York.
Hull, Jane Elizabeth,	Brooklyn,	Kings.
Harding, Harrison,	Perrysburgh,	Cattaraugus.
Hall, Jacob Lewis,	Whitehall,	Washington.
Hollon, Sally Christina, ...	Utica,	Oneida.
Harris, Charlotte,	Jerusalem,	Yates.

NAMES.	RESIDENCE.	
	Town.	County.
Holt, Mary,	Albany,	Albany.
Hurley, Mary,	New-York,	New-York.
Howell, Davis,	Brookhaven, ...	Suffolk.
Holland, Clarissa,	Saugerties,	Ulster.
Herrington, Aaron,	Burlington,	Otsego.
Hoffman, Julia A.	Lansingburgh, ...	Rensselaer.
Ivey, Eunice Ann,	Newbern,	North Carolina.
Johnson, Elias,	New-Paltz,	Ulster.
Jones, David,	New-York,	New-York.
Jones, Josiah,	"	"
Karnes, Margaret,	Leicester,	Livingston.
Kennedy, Laura Ann,	Ellisburgh,	Jefferson.
Laubscher, Mary Ann,	New-York,	New-York.
Limebeck, Eleanor,	Annsville,	Oneida.
Lake Susan,	Poughkeepsie, ..	Dutchess.
Latham, Jane,	Toronto,	Upper Canada.
Lagrange, Edith,	New-Scotland, ..	Albany.
Lagrange, Ann Maria,	"	"
Morgan, Fidelia M.	Syracuse,	Onondaga.
Munger, John,	Warsaw,	Genesee.
Marshall, George,	Southampton, ..	Suffolk.
Mills, John A.	Le Roy,	Genesee.
Martin, Eliza,	Albany,	Albany.
Milhench, Jane,	New-York,	New-York.
McGuire, Mary Ann,	"	"
McCommisky, Francis, ...	"	"
McManners, Ira,	Clarendon,	Orleans.
McMillen, Thomas,	Providence,	Saratoga.
McCarty, Betsey,	Albany,	Albany.
McDugal, Isabella,	Niagara,	Upper Canada.
O'Brien, Patrick,	Troy,	Rensselaer.
Osborn, Phebe,	Castile,	Genesee.
Oakes, Deborah Ann,	Islip,	Suffolk.
Paige, Anson F.	Owego,	Tioga.
Pierce, Andrew,	New-York,	New-York.
Person, Louis E.	Brandon,	Franklin.
Price, John,	Washington,	Dutchess.
Pelton, Orvil A.	Perrysburgh,	Cattaraugus.
Pangburn, Mary,	Canajoharie,	Montgomery.
Phinney, William,	Champlain,	Clinton.
Paterson, James,	Quebec,	Lower Canada.
Reynolds, Cornelius H. ...	Belfast,	Allegany.
Relyea, Hannah Jane,	Ulsterville,	Ulster.
Relyea, Cornelia,	"	"
Rogers, Catharine S.	Cedar Creek, ...	Monmouth, N. J.
Randell, Elizabeth,	Shandaken,	Ulster.

NAMES.	RESIDENCE.	
	Town.	County.
Smith, Joseph H.	Warwick,	Orange.
Smith, Harriet N.	Pomfret,	Chautauque.
Sweet, Martha,	Moreau,	Saratoga.
Slater, William L.	Rye,	Westchester.
Swift, Ann Maria,	Manlius,	Onondaga.
Swaysland, Frederick,	New-York,	New-York.
Spicer, Allen W.	Hoosic,	Rensselaer.
Skelly, Bridget,	New-Paltz,	Ulster.
Simons, Phebe Ann,	Oneonta,	Otsego.
Simkins, Miron,	Chemung,	Chemung.
Stille, Sarah,	New-Brunswick,	Middlesex, N. J.
Spafford, Emily,	Bergen,	Genesee.
Sheldon, John,	New-York,	New-York.
Shotwell, John,	"	"
Swan, George W.	"	"
Terry, Mary,	River-Head,	Suffolk.
Thurston, Mary,	Columbia,	Herkimer.
Vandell, Emily,	Staten Island, ...	Richmond.
Van Norder, Nelson,	Troy,	Rensselaer.
Van Riper, John,	Paterson,	Passaic, N. J.
Van Benschoten, Lawrence,	New-York, ...	New-York.
Vanderbeck, John E,	"	"
Worden, Rhoda,	New-Paltz,	Ulster.
Watterson, James A.	Vernon,	Oneida.
Wescott, Susan,	Ithaca,	Tompkins.
Wayland, Anna Mead,	New-York,	New-York.
Wayland, Mary A.	"	"
Wayland, Sarah E.	"	"
Wilson, Isabella,	Newburgh,	Orange.
Young, Louisa,	New-York,	New-York.

Pupils supported by the State of New-York,	114
" " " Corporation of New-York,	14
" " " State of New-Jersey,	7
" " " Institution,	8
" " " Supervisors of Montgomery county, ..	1
" " " " Dutchess, " ..	1
" " " their friends,	10
Total,	155

The New-York Institution for the instruction of the Deaf and Dumb, in account current with the treasurer, from January 1st, 1838, to January 1st, 1839.

EXPENDITURES.

Paid superintendence, professors, steward, and servants,...	\$7,430 35
Groceries and provisions,	7,695 11
Fuel and lights,	1,384 82
Building and repairs, (ordinary repairs,)	914 73
On contracts for new building,	7,598 00
Extra work, " "	387 83
Alterations in main building,	874 65
Dry goods for clothing, and cash advanced pupils,..	1,093 41
Stock, tools, and wages for book-binding,	946 07
" " " cabinet shop,	440 18
" " " shoe shop,	684 72
Tailoress' wages and trimmings for tailoress shop, ..	224 43
Stable account, cow, and smith's work,	420 77
Table linen, furniture, beds, bedding, crockery, and stoves,	1,101 47
Hard and soft soap, and labor for washing,	522 64
Gardener's wages, manure, tools, and seeds,	225 39
Medicine and professional attendance,	260 40
Books, crayons, slates, and stationery for pupils, ...	83 14
Expense of delegation to Albany and Trenton,	56 02
Printing annual report and view of building,	230 97
Binding and rebinding books for library,	70 37
Assessment for opening 5th avenue,	75 06
Postage, carriage hire, advertising and stationery,...	197 61
Insurance,	90 00
	<hr/>
	\$33,008 14
To balance due treasurer,	\$2,271 22
	<hr/>

RECEIPTS.

Balance on hand January 1st, 1838,	\$1,007 15
From Comptroller, for State pupils,	14,098 69
" per act of April 3rd, 1834,	5,000 00
Corporation of city New-York,	2,030 42
Treasurer of State of New-Jersey,	894 42
" Montgomery county,	300 00
Regents of the University of New-York,	889 30
Pay pupils,	1,011 23
Sales of clothing furnished pupils,	1,048 87
" articles manufactured in cabinet shop,	43 00
" " " shoe shop,	138 14
Proceeds of work done in book bindery,	1,257 97

Carried forward, \$

Brought forward,	\$	
Proceeds of work done in tailor's shop,		115 17
" of place,		241 41
Donations,		286 37
Loan paid in, \$2,000, and interest, \$341.78,		2,341 78
S. R. Brown, salary over drawn,		33 00
Balance due treasurer,		2,271 22
		<hr/>
		\$33,008 14
		<hr/>

The above account of the treasurer has been examined, and found to be correct.

ROBERT C. CORNELL,
Chairman Finance Committee.

DONATIONS.

From Cyrenius Beers,	\$20 00	
" Mr. Gracie,	5 00	
" Mrs. Hall,	6 37	
" Mrs. William Ayres,	5 00	
" Gerrit Smith, Esq. executor of the late Peter Smith,	250 00	
	<hr/>	\$286 37
" the Editors of the New-York Gazette, their paper,	\$10 00	
" " " New-York American, ..	10 00	
" " " N. Y. Com. Advertiser,	10 00	
" " " Evening Star,	10 00	
" " " New-York Observer,...	2 50	
" " " New-York Evangelist,.	2 50	
" " " Christian Intelligencer,.	2 50	
" " " Newark Daily Advertiser,	6 00	
	<hr/>	53 50
		<hr/>
		\$339 87
		<hr/>

E. J. Peck
Library Peck,



TWENTY-FIRST ANNUAL REPORT

OF THE

DIRECTORS

OF

THE NEW-YORK INSTITUTION FOR THE INSTRUCTION

OF THE

DEAF AND DUMB,

TO THE

LEGISLATURE OF THE STATE OF NEW-YORK,

FOR THE YEAR 1839.



NEW-YORK:

PRESS OF MAHLON DAY & CO., 374 PEARL-STREET.

JAMES ROBERT, PRINTER.

1840.



Officers and Directors.

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 PETER SHARPE, FIRST VICE-PRESIDENT. *99 Nassau*
 MYNDEET VAN SCHAICK, SECOND VICE-PRESIDENT. *335 Bronx*
 ROBERT D. WEEKS, TREASURER. *12 Wall St*
 HARVEY P. PEET, SECRETARY.

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 FREDERICK A. TALLMADGE, *124 St*
 SAMUEL S. HOWLAND, *12 Washington*
 GEORGE S. ROBBINS, *114 Wall*
 JOSIAH L. HALE, *Atlantic Int.*

Principal of the Institution,

HARVEY P. PEET, A. M. *20 Court 43 St*

Professors.

DAVID ELY BARTLETT, A. M.
 JOSIAH ADDISON CARY, A. M.
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 JOHN HANCOCK PETTINGELL, A. B.
 ANDREW LEET STONE, A. B.

AARON LUCIUS CHAPIN, A. B.
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 NATHAN M. TOTTEK, }

Physician.

SAMUEL SARGENT, M. D.

Matron.

MISS MARTHA DUDLEY.

MRS. HARRIET STONER, Assistant Matron.

EDMUND B. PEET, Steward.

THEODORE GOERCK, Cabinet Maker.
 JOHN HACKETT, Shoemaker.

JOHN C. MILLER, Book Binder.
 MISS ELIZABETH ANDREWS, Tailoress.

GARRET MEAD, Gardener.



TWENTY-FIRST ANNUAL REPORT.

THE Board of Directors of the New-York Institution for the Instruction of the Deaf and Dumb, submit to the Legislature their twenty-first annual report, embracing a record of their doings and the condition of the establishment under their care, for the year eighteen hundred and thirty-nine.

During this period the objects of their care and solicitude have, through the smiles of a gracious Providence, been exempted, almost wholly, from the visitations of severe sickness. The health of all has been continued, subject only to those slight interruptions incident to childhood, and which irregularity of diet or exposure to the changes of temperature are wont to occasion ; thus affording very satisfactory evidence of the excellence of the location and the healthiness of the climate.

While expressing the pleasure which such a state of things so justly awakens, we are called upon to notice the heavy loss which this Board has recently sustained in the death of Henry I. Wyck-off, Esq. one of its oldest and most efficient co-laborers. Associated with him in works of philanthropy, we can bear unequivocal testimony to the zeal, efficiency and sound discretion with which he discharged his duties. As a man of business, prompt and intelligent, and a citizen of honest and sterling integrity, ready always to support, by a sacrifice of private considerations, the best interests of society, his name will not be soon forgotten.

The disbursements for the year, including the balance of two thousand two hundred and seventy-one dollars and twenty-two cents due to the Treasurer, amount to twenty-eight thousand and fifty-eight dollars and sixty-seven cents. Of this sum eleven hundred and eighty-nine dollars and eighteen cents were paid on the contract for the erection of additional buildings of the preceding year. The receipts from all sources forms an aggregate of twenty-eight thousand nine hundred and thirty-six dollars and forty-eight cents, leaving a balance in the treasury of eight hundred and seventy-seven dollars and eighty-one cents. The Treasurer's account, which is hereunto annexed, and marked No. 2, may be referred to for a more specific detail.

The returns of pupils resident in the Institution, at the date of the last report, embraced one hundred and fifty-five names. During the year, thirty-seven have been admitted, and twenty-three discharged, leaving at the close of the year the actual number of one hundred and sixty-nine; showing an increase of fourteen since the presentation of the last report. This number is larger than has been embraced in any former report, and exceeds that for whose education provision has been made by the State, by the supervisors of counties and private individuals. This has arisen from an unwillingness, on the part of this Board to reject any applicant, of proper age and capacity, who may have been selected by the Superintendent of Common Schools for admission into the Institution.

The trades taught at the Institution have been prosecuted as heretofore, and with the like success. They are shoemaking, tailoring, cabinet-making, bookbinding and gardening. All the male pupils, except those that are too young, and are physically disabled from engaging in any handicraft employment, work, in the intervals of study, at one or the other of these branches, from three to four and a half hours daily. The females are taught plain sewing, and those who desire it are instructed in tailoring and the folding and sewing of books. By this arrangement the

time out of school is usefully spent, which, otherwise, would be wasted or turned to small account.

The enlargement of the building by the additions made in 1838, and so fully described in the report of that year, has furnished ample accommodations to meet all the wants and exigencies of the Institution. So that notwithstanding the unusual number of pupils at present residing in the establishment, not the slightest inconvenience is felt from want of room by any member of the family. While the number and size of the apartments add to the facilities for preserving order and regularity throughout, they contribute also to the health and pleasure of all concerned.

No change has been made in the department of instruction during the past year, with the exception of the return of Mr. D. E. Bartlett, whose resignation was announced in the last report. The Board are happy to state that they feel full confidence in the efficiency and skill exhibited by those engaged in this department of the Institution.

The progress of the pupils in intellectual improvement, as appears from their repeated examinations, is such as to answer the just expectations of the Board. We refrain, however, from any expression of opinion on this as well as other departments of the Institution, and content ourselves with the bare recital of the facts which may serve to lead to a correct appreciation of its true character and condition. At the close of the academical year, the Secretary of State, in his official capacity as Superintendent of Common Schools, according to the provisions of law, visited the Institution in connexion with a committee of visitors, and instituted such an examination into its various departments, and especially its intellectual, as was demanded by his official obligations. The gentlemen composing the committee occupy a distinguished rank in public estimation, on account of their literary and scientific attainments, and their moral worth. As the result of this examination, therefore, the Legislature have reason to expect a minute and impartial report, on all points pertaining to its

standing and mode of operations. Under these circumstances, we are unwilling to occupy any portion of the ground which the committee may claim as their appropriate domain, or anticipate by any remarks of our own, their official statements, which are not liable to a suspicion of bias, either to censure or praise.

From some of the most distinguished institutions abroad, both on the continent and in Great Britain, the Board are happy to acknowledge the receipt of several printed documents, in exchange for our own publications. Mutual civilities of a like kind have also passed between this, and such institutions in other States of the Union, as are accustomed to issue annual reports. This friendly interchange it is hoped may be extended so as to embrace other establishments of a similar nature, for it cannot be doubted, that the recorded results of the experience of each will be mutually beneficial, in arriving at general conclusions with regard to the best mode of reaching the object we have in view, the elevation of the deaf mute to the dignity of a thinking and rational being. A short analysis of those more recently received, may be found in the appendix, in continuation of the notices in our eighteenth report.

At a period when the art of educating the deaf and dumb, has attained so high a degree of perfection as that which marks it at the present day, when its claim upon the public philanthropy are so extensively acknowledged throughout all christian communities, and when it is pursued in many countries with all the system and methods which its successful prosecution requires, it is interesting to revert to the circumstances of its origin, and the successive steps which distinguished its early development. Such a retrospect cannot fail to gratify every friend of humanity, by showing how much has been accomplished in a space of time comparatively brief, and indicating, at the same time, with what certainty, truth and benevolence will ever prevail over prejudice and bigotry, and with what success persevering effort, however in itself feeble, will at length surmount the most formidable difficulty.

The early history of the world affords us no evidence that a desire to relieve the misfortunes of the unhappy deaf and dumb, ever, even in the most enlightened ages, animated the minds of men. Hardly indeed do we find a mention of the existence of such a class of persons, and whenever such a mention does occur, it is accompanied with some intimation of the entire hopelessness of their situation, or it may be with some expression of loathing for their persons, as if they had been marked out by heaven as objects of its wrath. They were deprived of the common civil rights of man, thrust out of the pale of society, and even sometimes, condemned to death by violence. It seems strange to us, with our present degree of light, that men of cultivated minds, the philosophers of Greece and Rome, the greatness of whose genius makes them still in their tombs the objects of veneration to mankind, should have yielded to prejudices so unworthy of their exalted intellects, or have failed to perceive and acknowledge the sole and simple distinction, which causes the deaf and dumb to differ from their fellow men.

It seems strange that they should have confounded an infirmity, which is merely organic, with mental imbecility, or have been unable to distinguish between a physical privation, and a deficiency of the intellectual powers common to the race. The fact, however, is undoubted. For the prejudices of antiquity toward the class of which we are speaking were founded, not on the ignorance of that class, which must be a necessary consequence of their imperfect means of communicating with the world, but on their supposed incapacity from their original intellectual constitution to become better informed, even were their calamity removed.

It might be supposed, that, with the prevalence of christianity in Europe, prejudices unfounded as these would shortly disappear. Such was not, however, the case. The strange doctrine, that, by the calamity of deafness, Heaven had seen fit to exhibit a palpable mark of its displeasure toward the unfortunate subjects of it, continued to prevail. Some reason for this may, per-

haps, be found in the fact, that the immediate consequence of congenital deafness, viz : inability to articulate, is a more prominent subject of remark, than the deafness itself. A being in the human form, but uttering only such sounds, as are usually heard to proceed from the lower orders of creation, appears, at first view, a monster. The similarity of his cries to those of irrational animals, seems to degrade him at once to the level of such. And the human image, with which he is invested, seems only to shock and repel, instead of exciting interest, and inspiring compassion and kindness. Those, who for the first time meet a deaf mute, are struck not so much with the fact of his deafness, as with that of his dumbness. The former is, in truth, almost forgotten, in the singularity of beholding a man who cannot utter an articulate sound. But when, by reflection, it is brought to mind that this absence of speech is owing, not to any incapacity to understand the words of others, but only to the inability to hear them, the being, who, before seemed monstrous, becomes restored in the mind, to humanity, and ceases to be regarded with horror or dislike.

But ignorance is not prone thus to reflect and reason. Hence in the darkness which overspread the eastern continent, down to the period usually called the revival of letters, it was not only natural, but almost necessary, that the ancient prejudices should still continue to prevail. We cannot suppose, indeed, that this should have been the case with absolutely all mankind ; some there may and must have been, who could so far emancipate their minds from these irrational views, as to regard with pity the objects of a dislike so nearly universal. As learning was not wholly dead but sleeping, as amidst the multitude of the unenlightened, there were some, whom circumstances permitted to cultivate their intellects, and thus to acquire liberal and expanded views of things, so there must have been here and there an individual, capable of perceiving the injustice of the popular impressions in regard to the deaf and dumb. And as physical misfor-

tune, in all its phases, is no respecter of persons, there must have been some deaf mutes, who, from the position held by the families to which they belonged, in the social scale, must have found, in the kindness and attention of those about them, some compensation for their privations. We may reasonably suppose, that here and there one was fortunate enough to obtain some knowledge of the language of his fellow men, and consequently some means of intellectual enjoyment. But it is not by the exertions of a few scattered individuals, that great moral changes can be effected in a community, where the great mass of the people are in mental darkness. Unreasonable prejudices, whatever may be their subject, can rarely be eradicated from the minds of the multitude, but by the force of general education. Thus, however a few of the deaf and dumb may here and there have escaped from suffering, to their full extent, the consequences of their original misfortune, the greater number, indeed almost all, were left to live and die, outcasts from society, unsolaced by a look of sympathy throughout their weary existence.

Apart from the isolated instances to which allusion has been made, of those who received from their immediate friends, some of the benefits of education, instances of which we meet with but imperfect records, and of which we consequently know nothing satisfactory, it does not appear, that down to the end of the fifteenth century, any thing had been done to meliorate the condition of the deaf and dumb. In the early part of the following century, the celebrated Italian mathematician, Cardan, suggested the practicability of their education, though intimating at the same time, the extreme difficulty of the undertaking. Cardan was sensible of the truth, which, however obvious it may appear, has yet been controverted in the strongest terms by many enlightened men, that speech is not at all essential to the utility of an alphabetic language. He laid down the proposition, that ideas may be directly associated with written words, and that the images of these written words may afford to the mind the same

facility in conducting its operations, which their sounds afford to those who speak. He saw, clearly enough, what is the true nature of the aid which the intellect derives from the use of signs representative of ideas, without falling into the error of supposing that such assistance is obtainable only from signs of a particular description. It appears to us not a little remarkable, that when views of this subject so rational as those of Cardan were taken by a man of his eminence, no person should have been found to test their truth in practice. It is perhaps equally so, that after the publication of such opinions, nearly a century should have passed away, without producing another philosopher disposed to turn his attention to similar speculations. Such, however, appears to have been the case, nor was it until the latter part of the sixteenth century, that any well directed effort in behalf of the deaf and dumb is recorded to have been put forth.

It is, furthermore, not a little remarkable, that the countries, in which the earliest instructors of the deaf and dumb, whose names have reached us, made their appearance, were not those in which the art made the most rapid progress towards perfection ; nor those, by any means, in which the earliest efficient efforts were made, to render the diffusion of the benefits of education, general among deaf mutes. Those countries, on the contrary, which were behind at the outset, have, in later times, exhibited a much higher degree of zeal than the former, in behalf of the unfortunate, and have produced and perfected schools and systems of instruction, of which great numbers, if not all of those who require such aid, feel the advantages.

In contemplating the present moral and intellectual condition of Spain, we can hardly bring ourselves to believe, that a noble and philanthropic art should have first sprung into existence there. This seems, nevertheless, to have been the case with that of which we are speaking. It is to a Roman Catholic ecclesiastic, a Benedictine monk, of the convent at Oña, that the earliest authentic records on this subject attribute the honor of having

first regularly attempted to teach the deaf and dumb. This benevolent man, by name Peter Ponce, is said to have been remarkably successful in his efforts. Indeed, if we believe the accounts which are given of the attainments of his pupils, we must suppose that not all the labors of subsequent instructors, have been able to accomplish more than was done by this earliest pioneer. He made it a prominent object to restore articulate speech to the deaf mute, and this he is said to have done with such ability, that they were able to speak in Spanish, Italian, Latin and Greek. Their intellectual cultivation is stated to have been so great, that in the words of Ponce himself, "they would have passed for men of talent in the eyes of Aristotle."

It appears, from this account, that in the very infancy of the art, audible articulation was adopted as the great means of bringing the deaf and dumb into communication with their fellow men. The same object has been kept in view, from that time to the present, by the great majority of the instructors. Indeed it may be said that nearly, if not quite all, in Europe, have maintained, in theory, whatever may have been their practice, that without the attainment of the power of articulation, the education of the deaf and dumb cannot be considered as complete, still, it is no less true, that by far the greater number of the deaf and dumb that have ever been educated, have been taught only to read and write alphabetic language.

John Paul Bonet, also a native of Spain, not long after the commencement of the seventeenth century, published a treatise on this branch of education. This individual appears, too, to have met with very encouraging success in his endeavors to put in practice the precepts he set forth. It appears probable that his methods of instruction were entirely of his own invention; for after the death of Ponce, a long time elapsed during which the art was altogether lost, that instructor having neither published nor committed to writing any account of what he had done. The first, perhaps the only pupil of Bonet, was the brother of a friend,

who occupied the rank of constable of Castile. This person was seen in Spain by Kenelm Digby, who states that he was able to understand speech from the motion of the speaker's lips, and also himself to articulate distinctly.

The art of instructing the deaf and dumb seems to have been destined to but a brief existence in the country of its birth. After the time of Bonet, it fell into disuse; at least we find not more than one instance mentioned in which it was practised. In Italy it attracted the attention of one or two writers, and in England, in the seventeenth century, there sprung up a number of instructors. Of these, the principal was Wallis, professor of mathematics in the University of Oxford, who labored with some success in this department of education. But the English instructors by no means attained the striking results recorded of Ponce and Bonet. In Holland, the names most usually associated with the infancy of this art, are those of Van Helmont, and Conrad Amman. It is difficult to judge how great was the real success of these teachers, particularly the first, in consequence of the incredible rapidity with which they claim to have surmounted the difficulties of their task. Van Helmont asserts that in three weeks he enabled a deaf mute to answer, articulately, questions in like manner addressed to him; and Amman, while he admits the difficulties he was obliged to encounter, says that in three months or a year he attained satisfactory results. These instructors, as some have done since their time, assumed it to be utterly impossible to teach the deaf and dumb to any purpose, without making them articulators. They attributed something of a divine character to oral language, a character, which, they maintained, in the original state of innocence in which man was created, rendered speech sufficiently efficacious to set aside the laws of nature, or in other words to work miracles. It is unnecessary, for the present purpose, to detail the particulars of their extravagant creed.

Germany, in the seventeenth and eighteenth centuries, pro-

duced a large number of instructors ; while in Holland, England and Spain, the art was shortly forgotten. In the year 1718, George Raphel published a work, in which he gave the results of his experience, in the education of three of his own children. Many others, in a more extended history, might deserve a notice ; but the individual whose name is most frequently mentioned among the early German instructors, was Samuel Heinicke, the director of the first institution ever publicly endowed, which was established at Leipzig, in 1778. Heinicke was remarkable for any thing but the courtesy with which he met the arguments of those who controverted the justice of his views. His disposition appears to have been intolerant and overbearing. He was characterized by excessive self-conceit, and in his statements of his success he seems to have been guilty of great exaggeration. He asserted, for example, that in six weeks he had taught a pupil to answer correctly in writing, whatever questions were proposed. Though living so long after the art of instructing deaf-mutes had been known and practised in his own, and in other countries, he still assumed to himself the honor of its invention. This might have been a just assumption, had it ever been made to appear that his methods were distinguished by any thing essentially novel. But, so far as is at the present time known, such was not the case.

In France, before the period of regular institutions for the deaf and dumb, the names of but four instructors are recorded. These are Father Vanin, Pereiré, Ernaud and the Abbé Deschamps. Pereiré appears to have been remarkably successful, but he carefully kept his processes secret from the world. In 1749 he presented two of his pupils to the academy of sciences of Paris, in the hope of obtaining some valuable compensation for his invention.

The instructor who next claims attention, and whose labors availed to accomplish more in behalf of the deaf and dumb, than those of any other who has ever appeared, is the Abbé De

l'Epeé. From his time, this department of education has continued to occupy so great and constantly increasing a share of the public attention, that Degerando, in his history of the art, has made it the separating epoch between the two great periods, into which he has divided his subject. Up to this time, there had been neither system, nor mutual understanding prevailing among instructors, nor, in many cases, had one been aware even of the previous existence of others. Most of those who had given their time and thoughts to the task of educating the deaf, had done it in the hope of gain. They had kept their methods profoundly secret, and had, from time to time, made overtures to governments to disclose them for a pecuniary consideration. Whenever they chanced to encounter others laboring in the same field, so far from hailing them as brethren, and co-laborers in a benevolent work, they manifested a petty jealousy entirely inconsistent with the spirit of genuine philanthropy. During this earlier period, moreover, each instructor limited himself to the education of a few ; institutions for the instruction of all applicants were unknown. Each was also the inventor of his own processes, and though these were often essentially the same, they were again and again devised anew. Dying likewise, in general, with their inventors, they did not serve as contributions to a common stock of information, nor afford to succeeding laborers the means of improving their processes.

De l'Epeé commenced his labors in the year 1760, and died in the year 1789. Since, as has just been stated, up to this time, there had been no union of effort among instructors, nor any attempt to prepare persons for the task of teaching, the art may be assumed to have been as much in its infancy at the commencement of the second period of the history, as it was of course at that of the first. Thus it is only within the limited period of time that has passed, since De l'Epeé lived, that this art can be said to have been in a progressive state. De l'Epeé himself was a man to command our veneration, not so much for the

brilliancy of his talents, as for the benevolence of his heart ; not so much for his own eminent success in the labors upon which he entered, as for the zeal with which he strove to inspire others with the feelings which animated himself, and to prepare them, by imparting the light of his experience, to enter upon the same field with greater advantages. He it was, who turned the practice of this art from a gainful speculation, into a charity ; who gave of his own means, that the unfortunate might enjoy the blessings of education, instead of selling to them, what numbers are unfortunately too poor to buy. It was his ardent desire, a desire which was in a measure gratified, to see other teachers instructed by himself, establishing other schools, wherever there were suitable subjects to be educated. Degerando, accordingly, calls the period which commences with him, the period of institutions. De l'Epeé labored for nearly thirty years, without any countenance from the great, and with little notice from the benevolent. His own limited means sustained the school which he had founded, and his own ceaseless toil rendered it a means of extending to a very large number, the benefits of a respectable education. The attainments of his pupils were, indeed, for the most part, far less brilliant than those of some of his contemporaries, who still practised the art on a more selfish plan ; but if their intellectual culture was inferior to what, under more favorable auspices, it might have been, their hearts were imbued with the overflowing goodness of their master, and they went back to the world not only wiser, but better, in a much higher degree.

The perseverance of De l'Epeé, at length convinced the sceptical of the duty of making a permanent provision for the education of the deaf and dumb. But it was not until after his death, that the school which he had founded, passed under the patronage of the French government, with the title of the Royal Institution of France. Besides this, there were at that time but three institutions of the kind in Europe, though a few private schools had been opened in different places. The rapid march

of improvement in this respect, will be obvious from the fact, that there are at present in existence in the world, nearly, or quite one hundred and fifty.

The uncommon talents, lively zeal and remarkable success of the instructor who immediately followed De l'Epeé, were causes which contributed greatly to excite the public interest, and to increase the popular bias in favor of an institution which had been so long neglected. Sicard was a man of no common order. Systematic and logical in his habits of thought, he proceeded to give to his method of instruction a degree of regularity which it had wanted in the hands of others. He wrote extensively on the subject, and his works have been made the principal guide in many schools of more recent date. Of the merit of his processes, and of the wisdom of some of his theoretic notions there have been, and still are diversities of opinion, but of the evidence of ability which they exhibit, and of the success of their practical application in his own hands, there can be none.

Since the time of De l'Epeé and Sicard the multiplication of schools and instructors has been so rapid that it is impossible to speak of them individually here. Nor is it necessary, since the interest which attaches to the history of this art, in this second period of its existence, consists chiefly in the publications, theoretic and practical, to which its progress has given rise. The prominent points of difference between instructors of the present day have, however, been more or less fully exhibited in the past reports of this Institution. It would be aside from the object at present in view to present them again here.

The circumstances attendant on the creation of the earliest institutions for the deaf and dumb in our own country are too generally known to require repetition. America possesses now some of the largest and most prosperous schools of this description in the world, and there seems to be a prospect that, at a day not very distant, there will remain nothing to desire in the way of public provision for the wants of this interesting class of per-

sons. When we look back upon what has been done among us, within little more than twenty years, we have every reason to encourage us in the belief that our country will never be behind any other in a work which so strongly recommends itself to the best feelings of the heart.

It has just been observed that, within the later period of the history we have been considering, the publications which have been made, and the discussions which have taken place between instructors, as to the wisest modes of practice and the comparative merit of systems, are the principal matters of interest. In this respect the earlier and later period essentially differ. It was in regard to the mechanical means of communicating language to the deaf and the most judicious modes of enabling them to employ it, that the attention of the earlier instructors was directed. The great questions among them were, whether the learner should be left to depend on writing only, or taught to articulate; to read simply, or to comprehend the motion of the lips of a speaker; whether designs should be largely employed in conveying ideas of objects, whether signs of action should be cultivated or suppressed, or whether the manual alphabet should occupy a prominent or subordinate rank among the instruments of instruction. Among the earlier teachers the great merit of a system consisted in its giving more or less prominence to one or another of the means of communication with the deaf; with the later it has been esteemed of much higher importance with what method ideas and words should be classified, and in what order presented to the mind. The subject has, therefore, in later times, assumed the character of a science, a character which did not previously belong to it.

The energies of many minds have already been directed to the study of this science, and, in theory, its main principles may be considered to be settled. But in the complete application to practice of these principles, all instructors find that a great labor remains yet to be accomplished. Much study of the principles

of general grammar, and of the peculiarities of particular languages, is yet necessary, in order that their elements may be presented to the mind of the learner, in the most judicious and effectual manner. The art of instructing the deaf and dumb, may, therefore, be said, notwithstanding what it has accomplished in past time, to be materially in arrears of the science. There is, consequently, no less occasion at the present time, than there has been at any period heretofore, for a continuation of effort after improvement. Indeed, since the instructors of this day may be said to labor in the light afforded by the just theoretical views which have been taken of their peculiar task, they have more encouragement to attempt improvements in practice: for they are able, in advance, to assign to themselves what is the immediate and what the ultimate object to be attained by each course of effort, and to give a reason, satisfactory to their own minds, why such should be their aim. It was otherwise in the infancy of the art. The reasons determining a teacher to present the peculiarities of written or spoken language in one order rather than in another, were of a superficial and insignificant character. In many respects, perhaps, his course was directed as much by accident, as by any other cause. This was a consequence of having no settled principles of theory—no predetermined laws by which to test the comparative merits of different modes of practice. And here we see the practical advantage of correct theoretical views, even though the theory may exact more than the advancement of art enables us to supply. It stands, nevertheless, as a light to inform us when we are walking in the right way, and when deviating from it, though we may be far distant from the point of perfection desired.

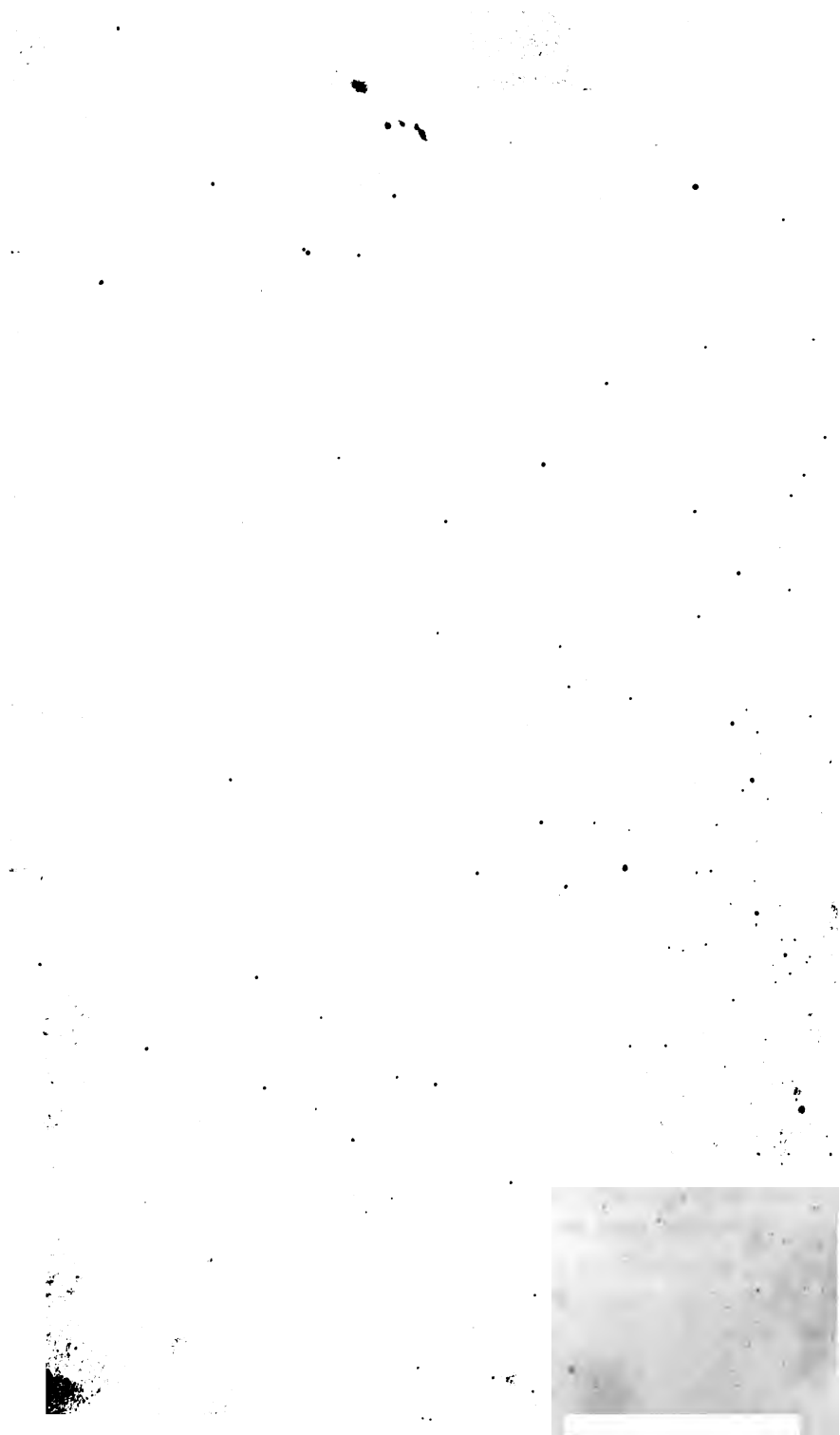
The art of educating the deaf and dumb is, therefore, by no means more stationary at the present day, than it has been in past times. Its gradual progress in improvement may be traced even down to the latest period; and we have little reason to

doubt that another half century will have rendered it as much more efficient than at present, as it is now superior in the philosophy of its methods, and the unvarying success of its results, to the same imperfect art as practised half a century ago.

By order of the Board of Directors.

JAMES MILNOR, *President.*

HARVEY P. PEET, *Secretary.*



APPENDIX.

No. 1.

LIST OF PUPILS

In the New-York Institution for the Instruction of the Deaf and Dumb, Dec. 31, 1839.

MALES.

NAMES.	TOWN.	COUNTY.
Ackley, John W.	Stockport,	Columbia.
Arnold, Charles H.	Troy,	Rensselaer.
Atkins, John H.	do.	do.
Ayres, Oliver,	Walkill,	Orange.
Baker, Abel B.	Montgomery,	do.
Baker, George,	Dryden,	Tompkins.
Banister, Luther,	Pierpont,	St. Lawrence.
Barnhart, Jacob,	Canton,	do.
Barton, Ebenezer,	New-York,	New-York.
Bean, George,	Syracuse,	Onondaga.
Benedict, Isaac,	New-York,	New-York.
Bentley, Taber,	Unionvale,	Dutchess.
Blowers, Cyrus R.	Farmersville,	Cattaraugus.
Bosworth, Joseph S.	Sweden,	Monroe.
Bragg, Isaac,	Otisco,	Onondaga.
Bragg, William,	do.	do.
Brown, Sylvester P.	Salina,	do.
Brown, Daniel D.	Pitcairn,	St. Lawrence.
Burchard, George S.	Watertown,	Jefferson.
Burgess, Peter,	New-York,	New-York.
Burlingham, William A.	do.	do.
Campbell, Franklin,	Bern,	Albany.
Cantine, Richard H.	Wawarsing,	Ulster.
Cary, Mills,	West Milford,	New-Jersey.
Clark, Alfred,	Otisco,	Onondaga.
Clark, John Oliver,	Jersey City,	Bergen, N. J.
Clark, Thomas,	Darien,	Genesee.
Conklin, Abraham,	Coeymans,	Albany.
Covert, James E.	Potter,	Yates.

NAMES.	TOWN.	COUNTY.
✓ Crandall, Henry B. -	Waterket,	Albany.
✓ Crawford, William M. -	New-York,	New-York.
✓ Crepts, Christian, -	Rome, -	Oneida.
✓ Cummings, Robert, -	Putnam, -	Washington.
✓ Curtis, John, -	Unadilla, -	Otsego.
✓ Darrow, John, -	Cambridge,	Washington.
✓ Deniston, Benjamin F. -	Cornwall, -	Orange.
✓ Driscall, Ransom, -	Greene, -	Chenango.
✓ Duncan, Nathan M. -	Monmouth,	Monmouth Co. N.J.
Farrell, Nicholas, -	New-York,	New-York.
✓ Ferris, Joseph Fox, -	Smyrna,	Chenango.
✓ Fish, Augustus, -	Otselic, -	do.
✓ Fitzgerald, William O. -	Warwick, -	Orange.
✓ Gamage, Gilbert C. W. -	New-York,	New-York.
✓ Griswold, Henry E. -	Utica, -	Oneida.
✓ Groesbeck, Frederick, -	New Scotland,	Albany.
✓ Gunn, Orville, -	Mount Morris,	Livingston.
✓ Hall, Jacob Lewis, -	Whitehall, -	Washington.
✓ Harding, Harrison, -	Perrysburgh, -	Cattaraugus.
✓ Hedden, Aaron W. -	Newark, -	Wayne.
✓ Herrington, Aaron, -	Burlington, -	Otsego.
✓ Howell, Davis, -	Brookhaven,	Suffolk.
✓ Johnson, Elias, -	New Pallz, -	Ulster.
Johnson, Abraham, -	do. -	do.
Jones, Josiah, -	New-York,	New-York.
Jones, David, -	do. -	do.
✓ Ketchum, Henry C. -	South-East,	Pulnam.
✓ Kinney, William, -	Roxbury, -	Morris, N. J.
✓ Marshall, George B. -	Southampton, -	Suffolk.
✓ Mills, John A. -	Le Roy, -	Genesee.
✓ Munger, John, -	Warsaw, -	do.
✓ McCommisky, Francis -	New-York,	New-York.
✓ McMillen, Thomas, -	Providence,	Saratoga.
✓ Nichols, Ebenezer, -	Canton, -	St. Lawrence.
✓ O'Brien, Patrick, -	Troy, -	Rensselaer.
✓ Paige, Anson F. -	Owego, -	Tioga.
✓ Paterson, James, -	Quebec, -	Lower Canada.
✓ Phinney, William, -	Champlain,	Clinton.
✓ Pierce, Andrew, -	New-York, -	New-York.
Price, John, -	Washington,	Dutchess.
✓ Reynolds, Cornelius H. -	Belfast, -	Allegany.
✓ Sheldon, John, -	New-York,	New-York.
Shotwell, John, -	do. -	do.
✓ Simkins, Miron, -	Chemung,	Chemung.
✓ Slater, William L. -	Rye, -	Westchester.
✓ Smart, Franklin, -	Flushing, -	Queens.

APPENDIX.

25

NAMES.	TOWN.	COUNTY.
Smith, Joseph H.	Warwick,	Orange.
Miller, Allen W.	Hoosick,	Rensselaer.
Tracy, Frederick,	New-York,	New-York.
Thomas, Clark,	Bloomville,	Delaware.
Van Benschoten, Lawrence,	New-York,	New-York.
Underbeck, John Edward,	do.	do.
Van Norder, Nelson,	Troy,	Rensselaer.
Van Riper, John.	Paterson,	Passaic, N. J.
Atterson, James A.	Vernon,	Oneida.
Webster, John S.	New-York,	New-York.
Wilkins, N. Denton,	Brooklyn,	Kings.

F E M A L E S .

NAMES.	TOWN.	COUNTY.
Wheeler, Sarah C.	Bennington,	Genesee.
Wald, Fanny,	Tyrone,	Steuben.
Wald, Jane,	do.	do.
Wald, Elizabeth,	Plainfield,	Olsego.
Waldwin, Naomi P.	Bloomfield,	Essex Co. N. J.
Wicks, Emeline,	Walton,	Delaware.
Wicks, Susan,	do.	do.
Wicks, Elvira,	New-York,	New-York.
Wright, Susan,	Coxsackie,	Greene.
Wright, Mary Ann,	New-Haven,	Oswego.
Wright, Pauline,	New-York,	New-York.
Wright, Harriet P.	Salina,	Onondaga.
Wright, Jane L.	do.	do.
Wrightson, Mary Ann,	Cohocton,	Steuben.
Wright, Jane,	Penn-Yan,	Yates.
Wright, Martha Ann,	West Winfield,	Herkimer.
Wright, Elizabeth R.	New-York,	New-York.
Wright, Virginia,	Wyoming,	Putnam, Ill.
Wright, Calista,	Le Roy,	Genesee.
Wright, Catharine,	New-York,	New-York.
Wright, Sarah E.	Potter,	Yates.
Wright, Rosetta.	Moers,	Clinton.
Wright, Lucille,	Newfield,	Tompkins.
Wright, Martha,	Potsdam,	St. Lawrence,
Wright, Elizabeth H.	South Brunswick,	Middlesex, N. J.
Wright, Mary,	Oakhill,	Greene.
Wright, Eleanor,	New-York,	New-York.
Wright, Mary,	Vernon,	Oneida.
Wright, Harriet C.	New-York,	New-York.
Wright, Maria,	Canejoharie,	Montgomery.

NAME.	TOWN.	COUNTY.
♥ Garrett, Catharine Ann,	Halfmoon,	Saratoga.
• Genet, Frances,	Albany,	Albany.
♥ Gilbert, Sarah Ann,	Seneca Falls,	Seneca.
Gilhooly, Catharine,	New-York,	New-York.
• Groesbeck, Magdalen,	New Scotland,	Albany.
♥ Harris, Charlotte,	Jerusalem,	Yates.
♥ Hegeman, Mary E.	Oyster Bay,	Queens.
Hills, Betsey,	Granville,	Washington.
• Holland, Clarissa,	Saugerties,	Ulster.
♥ Hollon, Sally Christina,	Utica,	Oneida.
• Holt, Mary,	Albany,	Albany.
Houston, Ellen,	New-York,	New-York.
♥ Hull, Elizabeth Jane,	Brooklyn,	Kings.
† Hurley, Mary,	New-York,	New-York.
♥ Ivey, Eunice Ann,	Newbern,	North Carolina.
• Kennedy, Laura Ann,	Ellisburgh,	Jefferson.
♥ Lagrange, Edith,	New Scotland,	Albany.
• Lake, Susan,	Poughkeepsie,	Dutchess.
• Lasher, Eliza C.	Woodstock,	Ulster.
Laubscher, Mary Ann,	New-York,	New-York.
♥ Martin, Eliza,	Albany,	Albany.
♥ Martin, Ellen,	do.	do.
Milhench, Jane,	New-York,	New-York.
• Mitchell, Mary E.	do.	do.
♥ Morgan, Fidelia M.	Syracuse,	Onondaga.
♥ McCarty, Betsey,	Albany,	Albany.
♥ McDougal, Isabella,	Niagara,	Upper Canada.
McGuire, Mary Ann,	New-York,	New-York.
† Oakes, Deborah Ann,	Islip,	Suffolk.
♥ Page, Thankful,	Fredonia,	Chautauque.
• Pangburn, Mary,	Canajoharie,	Montgomery,
Pelton, Orril A.	Perryburgh,	Cattaraugus.
Person, Lois E.	Brandon,	Franklin.
Randell, Elizabeth,	Shandakin,	Ulster.
Relyea, Cornelia,	Ulsterville,	do.
♥ Relyea, Hannah Jane,	do.	do.
Sherlock, Elizabeth,	Rochester,	Monroe.
♥ Simons, Phebe Ann,	Oneonta,	Otsego.
Skelly, Bridget,	New Paltz,	Ulster.
Spafford, Emily,	Bergen,	Genesee.
Spalding, Paulina,	Lowville,	Lewis.
♥ Swift, Ann Maria,	Manlius,	Onondaga.
Thurston, Mary,	Columbia,	Herkimer.
Vandell, Emily,	Staten Island,	Richmond.
Van Salsbury, Lucretia,	Castleton,	Rensselaer.
Wayland, Sarah E.	New-York,	New-York.

27

NAME.	TOWN.	COUNTY.
Wayland, Mary A.	New-York,	New-York,
Wayland, Anna Mead,	do.	do.
Wells, Miriam,	Fort Ann,	Washington.
Westcott, Susan,	Ithaca,	Tompkins.
Wilson Isabella,	Newburgh,	Orange.
Worden Rhoda,	New Paltz,	Ulster.
Young, Louisa,	New-York,	New-York.

Pupils supported by the State of New-York,	120
" " " Institution,	17
" " " Corporation of New-York,	14
" " " Their Friends,	11
" " " State of New-Jersey,	6
" " " Supervisors of Dutchess County,	1
Total,	169

Males,	86
Females,	83
	<hr/>
Total,	169

719
35

24

10
1.5

152
152

NO. 2.

The New-York Institution for the Instruction of the Deaf and Dumb, in account current with ROBERT D. WEEKS, Treasurer, from January 1st, 1839, to January 1st, 1840.

EXPENDITURES IN 1839.		RECEIPTS IN 1839.	
Balance due Treasurer, January 1st, 1839,	\$2,271.22	From Comptroller for State Pupils,	\$14,910.83
Paid superintendence, professors, steward and servants,	7,773.30	" " per act of April 3, 1834,	5,000.00
Gratuities and provisions,	7,349.53	Corporation of the city of New-York,	1,772.50
Dry goods for clothing, and cash advanced pupils,	1,174.86	Requests of the University of New-York,	1,470.57
Building and repairs, painting, and ordinary repairs,	1,131.87	Pay Pupils,	1,172.50
Stuccoing additions to building,	650.00	Treasurer of the State of New-Jersey,	896.85
Putting on tin roof,	539.18	" " Montgomery county,	200.00
Fuel and lights,	1,600.98	Sales of clothing furnished pupils,	1,369.52
Hard and soft soap, and labor for washing,	446.52	" " articles manufactured in cabinet shop,	17.18
Table linen, furniture, beds, bedding, crockery and stores,	881.64	" " " shoe shop,	150.94
Medicine and professional attendance,	245.64	Proceeds of work done in tailor's shop,	301.99
Stable account, cow, and smith's work,	474.61	" place,	519.83
Books, crayons, slates, and stationery for pupils,	325.44	Donations,	184.44
Gardener's wages, manure, tools and seeds,	274.41	Loan paid in, \$1,000, interest, \$149.33,	1,149.33
Stock, tools, and wages for shoe shop,	725.20		
" " " " cabinet shop,	409.40		
" " " " book bindery,	1,059.57		
Tailor's wages and trimmings for tailor's shop,	180.69		
Printing annual report, and view of building,	175.97		
Insurance,	120.00		
Rail-road fare and postage,	161.93		
Stationery and advertising,	91.45		
Travelling expenses to Albany and Montgomery County,	30.75		
Assessment for opening 50th street,	28.42		
Use of Chatham-street chapel for exhibition,	25.00		
Binding books for library,	1.89		
Balance on hand, January 1st, 1840,	\$28,936.48		
		Balance on hand, January 1st, 1840,	\$28,936.48
			\$877.81

The above account of the Treasurer has been examined, and found to be correct.

ROBERT C. CORNELL, CHAIRMAN FINANCE COMMITTEE.

No. 3.

DONATIONS.

From Joshua Brooks, Esq.	\$50 00	
" Cyrenius Beers, Esq.	10 00	
" Samuel Sargent, M. D.	5 00	
" A Stranger,	5 00	
" N. W. Perry, Esq. Mobile,	2 00	
" Mr. Stafford,	1 00	
" Contributions after public exhibition in Chat- ham-street chapel,	111 44	
		\$184 44
From the editors of the N. Y. American, their paper,	\$10 00	
" " Com. Advertiser,	10 00	
" " Evening Star,	10 00	
" " N. Y. Evangelist,	2 50	
" " Christ. Intelligencer,	2 50	
" " Newark Daily Adv'r.	6 00	
" " Episcopal Recorder,	2 00	
" " Churchman,	3 00	
" " Christ. Adv. and Journal,	3 00	
		\$49 00
		\$233 44

From James W. Dominick ; Dunn's Atlas of the Mundane System.

No. 4.

CATALOGUE*

Of Publications on Deaf Mute Instruction in the Library of the Institution.

[CONTINUED FROM THE EIGHTEENTH ANNUAL REPORT.]

124. Sechster Bericht des Verwaltungs-Ausschusses der am 28sten May, 1827, gestifteten Taubstummen-Schule für Hamburg und das Hamburger Gebiet. *Hamburg*, 1838. 8vo. pp. 117.
Sixth Report of the Council of Administration of the Deaf and Dumb School, for Hamburg and Hamburg District, founded May 28th, 1827.

This report is embellished with two lithographic views of the buildings and grounds devoted to the use of the Deaf and Dumb School. The location of the school on the bank of the river Alster, would seem

* Prepared by Mr. J. A. Cary, a Professor of the New-York Institution.

to be in a pleasant and retired spot, affording the pupils ample room for exercise in the open air, and facilities for summer bathing. The report contains some statistical accounts of the proportional number of deaf mutes in the population of different countries, together with some notices of the causes of deafness and supposed predisposing causes. A short biographical sketch of each pupil in their school is also given, and a full account of an examination of five pupils, candidates for confirmation, and copious extracts from the day books, or diaries of the pupils, in which they had recorded their simple thoughts and feelings, and noticed any facts of interest to them. Eighteen pages of the report are occupied with a full narration of the circumstances in relation to a deaf mute foundling now an inmate of their school. He has been partially educated there, and they now publish a description of his person, and an engraved copy of the drawings he has made of his mother's house, the street in which she lives and two churches in his native city, in the hope that he may yet be restored to his family from which he has wandered. The number of pupils in the school is fifteen, under the superintendence of Mr. J. H. C. Behrmann. The school is supported by contributions.

125. *Die Taubstummen Schule zu Dresden. Ein Worte zum besten der Taubstummen im Königreich Sachsen. Dresden, 1831. 8vo. pp. 16.*

The Deaf and Dumb School at Dresden. A word in behalf of the deaf and dumb in the kingdom of Saxony.

This school was founded in 1829 by Mr. Zahn, director of a normal school to which it is attached. The origin of this school may be traced to the interest awakened in the mind of Mr. Zahn, by an uneducated mute who lived near the teacher's seminary, and being ignorant of its regulations frequently obtruded himself within the building. This pamphlet includes a short poem entitled Ephphatha, that is *be opened*, which was the word addressed by our Saviour to the deaf mute whose miraculous cure is recorded in Mark, vii. 34. Mr. Zahn's report to the committee of Administration for the Seminary is also included. In this report he treats of the necessity of instructing the deaf and dumb, of the means which the normal schools offer for attaining this end, and of the advantage which the students of the normal schools will themselves derive from the study of this particular art.

126. *Zweiter Jahresbericht und Rechnung ueber die mit dem von Fletcherschen Schullehrer-Seminar verbundene Taubstummen-schule auf die zeit vom 1 Januar, 1831, bis ende Juni, 1832. Dresden, 1832. 8vo. pp. 20.*

Second Annual Report and statement of accounts respecting the School for the Deaf and Dumb, connected with the Fletcher Seminary for school teachers, for the time from January 1, 1831, to the end of June, 1832.

The contents of this report are,—A. Preface and remarks of Mr. Zahn, the director of the seminary in resigning his office. B. The financial accounts, and a list of the annual donations. C. A report upon the School for the Deaf and Dumb by Mr. Jencke their teacher. D. A notice of the further progress of the Institution and school; and, E. A catalogue of books which had been purchased for the benefit of this school. The receipts, for the time included in this report, were \$1,130. The number of pupils was fourteen. They are admitted between the ages of eight and sixteen. Day scholars are charged twenty dollars per annum. The pupils are not only taught to understand and use written language, but, as in most of the European institutions for the deaf and dumb, to articulate also, and to read the lips of others when speaking.

It is only, however, at a great expense of time and labor that this process of learning to articulate and read can be carried far enough to be of much value to a deaf mute. And the American Institutions have, therefore, judged that, in a course of instruction limited to five or seven years, a deaf mute will gain more important advantages in giving his exclusive attention to writing, as a mode of communicating with his fellow men, than in dividing his time between two modes of communication, and thus impeding his progress in mental culture and limiting his acquisitions in language.

127. *Dritter Jahresbericht und Rechnung ueber die Taubstummenanstalt zu Altstadt-Dresden, auf die zeit vom 1 Juli, 1832, bis ende des Jahres 1833. Dresden. 8vo. pp. 22.*

Third Annual Report and statement of accounts respecting the Deaf and Dumb Institution at Dresden, (old town,) for the time from July 1, 1832, to the end of the year 1833.

It is stated as an interesting local fact that Heinicke, the celebrated founder of the Deaf and Dumb School at Leipsic in 1778, the first one of the kind established in Germany, made his first experiment in teaching the deaf and dumb by instructing a young deaf mute at Dresden in the year 1754.

128. *Vierter Jahresbericht und Rechnung ueber die Taubstummenanstalt zu Altstadt-Dresden, auf das Jahr 1834. Dresden, 8vo. pp. 16.*

Fourth Report, &c. for the year 1834.

Mr. Jencke expresses his thanks to the patrons, friends and benefactors of the institution, and among other names, honorable mention is made of his Majesty, the King.

129. *Fünfter Jahresbericht und Rechnung ueber die Taubstummenanstalt, zu Dresden, auf das Jahr 1835. Dresden, 8vo. pp. 36.*

Fifth Report, &c. for the year 1835.

130. *Sechster Jahresbericht und Rechnung ueber die Taubstummenanstalt zu Dresden, auf das Jahr, 1836. Dresden, 8vo. pp. 166.*

Sixth Report, &c. for the year 1836.

The fifth and sixth reports, are mostly taken up with the acknowledgements of donations. In the sixth report, the names of those who contributed the sum of \$5,967, fill one hundred and fifty-three pages, as this amount is made up mostly from sums not exceeding one dollar each. In 1836, the number of pupils had increased to twenty-six.

131. Le Mécanisme de la Parole mis à la portée des Sourds-Muets de naissance. Par Léon Vaisse, Professeur à l'Institution Royale de Paris. Atelier Lithographique de l'Etablissement sous la Direction de Jules Desportes. October, 1838, pp. 8.

The Mechanism of Speech, brought within the Comprehension of Deaf Mutes from birth. By Leon Vaisse, Professor in the Royal Institution of Paris. Lithographic shop of the Establishment under the direction of Jules Desportes.

These few pages contain a practical manual of articulation. The positions of the vocal organs, in speaking French, are represented in thirty-two figures. By the side of each figure is an abbreviated character the form, of which is suggested by the positions of the tongue, lips and mouth, represented as in the act of uttering the given sound. These abbreviated characters form a phonographic alphabet.

Some examples are given of entire sentences, printed in both common type and in the phonographic characters. The two forms, side by side, exhibit the curious relation existing between orthography and pronunciation. The author remarks, that "if the utility of this manual of articulation is not such that, with its aid, a deaf mute may be able of himself to learn to speak, it will, at least, render a service of some importance, in giving to lessons, fugitive in their nature, a permanent form." He intimates that his little work may be of use beyond the circle of schools for the deaf and dumb, as there are few errors in pronunciation which may not be corrected by an application of the principles he has illustrated.

132. Essai d'une Grammaire Symbolique, à l'usage des Sourds-Muets ou Démonstration des Principes de l'Analyse Grammaticale au moyen d'un système de caractères indiquant les valeurs relatives des mots dans le discours, par Léon Vaisse, Professeur à l'Institution Royale de Paris. Imprimerie Lithographique de l'Etablissement sous la direction de Jules Desportes, 1839, pp. 28.

Specimen of a Symbolic Grammar, for the use of Deaf Mutes, or Demonstration of the Principles of Grammatical Analysis, by means of a system of Characters, indicating the relative value of Words in Discourse. By Leon Vaisse, Professor in the Royal Institution at Paris. Lithographic Press of the Establishment, under the direction of Jules Desportes, 1839.

The author has exhibited similar ingenuity in this, as in the preceding work. He employs forty symbolic characters, to represent the

parts of speech, the cases of nouns, the modes and tenses of verbs, &c. These characters, when placed over the consecutive words in a sentence, indicate to the eye the grammatical relations of the words over which they respectively stand. In this way the teacher may designate to his deaf mute pupil, who understands these symbols, the grammatical connection of a given word, and can conduct a parsing exercise by requiring his pupils to attach the proper symbols to the words in a given sentence. The first part of the work is devoted to a theoretical exposition of the system. The second contains the application of this theory. Examples are given sufficiently varied in form, and each example is decomposed, by means of these symbols, "in a sort of formula of grammatical algebra." The form and arrangement of the examples might be much improved, by commencing with the application of a single symbol, and introducing but one new symbol in each example, and so progressing, from a single word to simple sentences, and, at last, to the most complex forms of composition.

133. The Report of the School for the Deaf and Dumb for the year 1836. *Liverpool*, 1837, 8vo. pp. 16.

This report was presented at the annual meeting of subscribers, and published under the direction of a committee. It contains a list of the patrons, officers, and pupils of the school, extracts from its rules and the laws and regulations of the society, with acknowledgments of the annual subscriptions, legacies, and donations. The school is supported mainly by the contributions of the benevolent; instruction being afforded gratuitously to such as are unable to pay for their education. The number of pupils was forty-six, thirty-nine of whom are charity pupils. Mr. James Rhind had been called from the London Asylum to take charge of the school. He was aided by a deaf mute assistant. The age of admission is from seven to fourteen years.

134. The Report of the school for the Deaf and Dumb for the year 1838. *Liverpool*, 1839, 8vo. pp. 26.

At the date of this report, the school contained fifty-two pupils. As the number of applications considerably exceeded their power of accommodation, the committee had obtained, from the town council of Liverpool, a grant of two thousand square yards of land, in a more airy part of the town, on which it was proposed to erect suitable buildings for the school. The committee, accordingly, made their appeal to the public for aid.

135. Report of the Manchester School for the Deaf and Dumb, 1837. *Manchester*, 8vo. pp. 39.

The typographical execution of this report is very beautiful. It is also embellished with an engraved view of the building which had been recently erected for the joint accommodation of the Deaf and Dumb and the Blind. The funds for the building had been raised mostly from subscriptions, and the avails of a fair, and a musical festival. For the

purpose of receiving additional aid for the support of pupils, and also to awaken local sympathy in their behalf, it is strongly urged that auxiliary associations be formed in the populous surrounding towns. This school contained fifty-one pupils, under the instruction of Mr. H. B. Bingham and two assistants. No pupil is admitted before eight nor after thirteen years of age.

136. Twenty-fifth report of the General Institution for the instruction of Deaf and Dumb children at Edgbaston, near Birmingham. *Birmingham*, 1838, 12mo. pp. 78.

The committee state in their report to the general meeting of subscribers, that as they hold but one hundred pounds of funded property, they have no source of income but annual subscriptions. The institution is not in debt, but applications for admission are continually refused, as the benefits of the school cannot be extended without additional aid. The success of juvenile associations in Ireland, for promoting the education of the indigent deaf and dumb, induce the committee to urge the friends of this school to the formation of similar societies. The pupils are admitted between the ages of eight and thirteen, and the beneficiaries are elected by the society. Those members who subscribe one guinea annually are each entitled to one vote. Mr. Louis Du Puget, the head master, is aided by three assistant teachers, two of whom are female deaf mutes.

137. Twenty-sixth Report, &c. *Birmingham*, 1839, 12mo. pp. 60.

In 1838 this school contained forty-eight pupils. The religious influence of the school had been most happily illustrated in the cases of several mutes who had died in the triumphs of christian faith. The committee ask the attention of the public to the fact, that in England and Wales there are upwards of eight thousand deaf mutes, of whom only about five hundred receive instruction.

One of the rules, in each of the English schools for the Deaf and Dumb, is, that "no child deficient in intellect can be considered an object of this charity." The necessity for such a rule is greater than would be generally supposed, for, to strangers, there is such an apparent resemblance between idiotic children and some uneducated deaf mutes, that their friends fondly hope they belong to the latter class, and, of course, wish them to be educated.

138. Fifteenth Annual Report of the Glasgow Society for the education of the Deaf and Dumb. Instituted 14th January, 1819, and incorporated by seal of cause from the magistrates of Glasgow, May 17th, 1836. *Glasgow*, 1836, 8vo. pp. 23.

139. Sixteenth Annual Report, &c. May 8th, 1837. *Glasgow*, 1837, 8vo. pp. 32.

140. Seventeenth Annual Report, &c. June 8th, 1838. *Glasgow*, 1838, 8vo. pp. 24.

These reports show that nearly seventy pupils were receiving instruction in the Glasgow Institution, and that the buildings had been enlarged so as to accommodate one hundred. The pupils were under the care of Mr. Duncan Anderson and two assistant instructors. Some original compositions of the pupils are published in each of the reports.

141. Ninth Annual Report of the Trustees of the Ohio Asylum for the education of the Deaf and Dumb. December 28, 1837, 8vo. pp. 10.

The board of trustees make their report to the General Assembly of the State of Ohio. The number of pupils are sixty-five. The principal, Rev. H. N. Hubbell, is assisted by three instructors. The gratifying fact is stated, that though eight years had elapsed since the school had been opened, and one hundred and twenty-seven deaf mutes had been in it a longer or shorter time, not one case of serious illness had yet occurred. The treasurer reports that the expenditures for the year ending December 22, 1837, amounted to six thousand nine hundred and forty-one dollars. The receipts of the institution are from the State treasury, from pay pupils, and from auction duties.

142. Twenty-first Report of the Directors of the American Asylum at Hartford, for the education and instruction of the Deaf and Dumb, exhibited to the Asylum, May 13, 1837. *Hartford*, 1837, 8vo. pp. 48.

This report urges some considerations for the extension of the term of instruction to five years. It is surprising that the friends of the deaf and dumb should ever have supposed that three or four years would suffice for their education. The manual labor department is spoken of as having been highly advantageous to the pupils. Appended to the report, is an interesting account, prepared by Mr. Weld, of Julia Brace, so generally known as being deaf, dumb and blind. She still resides in the American Asylum. A letter is also published from Dr. Thomas Whipple, of Wentworth, N. H. in relation to Samuel E. Eames, also deaf, dumb and blind, who was born January 22, 1815, and died at the age of sixteen. The case of Laura D. Bridgman, is also mentioned. She lost her hearing and vision when two years of age, by that most frequent cause of deafness, the scarlet fever. She is now about ten years of age, uncommonly intelligent, and is a pupil in the New-England institution for the Blind, at Boston.

143. The Twenty-second Report, &c., May 12, 1838. *Hartford*, 1838, 8vo. pp. 39.

Inquiries are frequently made respecting the peculiar views and sentiments of a deaf mute previous to his education. To gratify public curiosity on this point, a series of questions had been proposed to a number of the advanced pupils, and their answers are given in full in this report. In the answers to one of the questions, there is an agree-

ment as to their entire ignorance of a Supreme Being, previous to their instruction. That uneducated deaf mutes have no idea of a God, is confirmed by the observations of Messrs. Gallaudet, Clerc, Peet, Hutton and Turner, whose communications are annexed to the report.

144. The Twenty-third Report, &c. May 11, 1839. *Hartford*, 1839, 8vo. pp. 28.

Within the year ending May 11, 1839, there had been one hundred and fifty-six pupils under instruction. The instructors were Lewis Weld, A. M. principal, and eight assistants, two of whom are deaf mutes. The directors say in this report, "The number of our former pupils, known to us as living in the marriage relation, is *seventy-eight*; and we are happy in the belief, that with few exceptions, they are as prosperous and happy, as most other people in the same ranks of life." Specimens of original composition are published, as usual, affording gratifying evidences of the attainments of the pupils.

145. A list of the officers, a copy of the act of the Legislature establishing, and of the by-laws, of the Virginia Institution for the education of the Deaf and Dumb, and of the Blind, at Staunton. *Richmond*, 1839, 8vo. pp. 14.

This institution has just gone into operation. Rev. J. D. Tyler, is principal of the deaf and dumb department, and Dr. J. C. M. Merillat, is principal of the blind.

NO. 5.

SPECIMENS OF UNCORRECTED ORIGINAL COMPOSITIONS BY PUPILS OF THE NEW-YORK INSTITUTION.

By a girl 12 years of age, under instruction 1 year.

A RIDE.

A little girl asks her mother to let her go the school house. But a gentleman meets her. A little girl asks him to let her ride in a wagon. A gentleman took her into his wagon. She talks with him about the school house. She wished to stop the wagon. She asks him to let her go out of the wagon. A little girl thanks the gentleman because he carried her to school. A gentleman left from the school.

By a girl 12 years of age, under instruction 2 years.

THE ELEPHANT.

All the pupils went once to the Zoological Institute, when they looked at the Elephant and other beasts. An Elephant walked slow on the floor of the room. He lifted a man from the ground. He held a master with his trunk round him on the ground. We rode on the Elephant's brown back, and walked around the room. He eat some crackers and things. He is a very large animal. He carried some people on his back. He took his hat from the ground and he put a master's hat on his head. He played with other men with his trunk, and he gave them some things. He was treated kindly by them. He is useful. Some gentlemen and ladies sat on the bench on his saddle. He is standing near the wall of the room.

By a boy 13 years of age, under instruction 2 years.

THE CIRCUS.

Last December twenty first the kind gentleman invited Mr. Peet. Mr. Peet called two and two pupils to go to the Broadway circus. The pupils visited the circus. Some horses ran around a large ring. They would kneel and arose on the ground. A little boy stood and danced on the horse's back. A little boy jumped over a stick on the horse. The clown struck a giant's head. The man looked like an Indian to shoot at a slender pole with his bow. The man stood and danced on the tight rope. The man sat on a chair on a rope. The strong man held a little boy by his hand and feet. Two little boys turned on the ground with their hands and feet and backs and heads and shoulders and body. The boy and clown struck a false giant's head with their swords. The giant struck the clown into a small castle. Some men and a boy jumped on the strong horse's back. They spring high on a board. They turned somerset over the horse. They jumped over the horse's back.

By a young man 19 years of age, under instruction 3 years.

THE MINISTER AND ROBBER.

A few years ago a minister took his horse and chaise and took a ride and while he was riding through a large forest he met a robber who asked him for his money or he would kill him. The minister told him to wait a few minutes. He then kneeled down and asked saying, Oh Lord, touch his heart that he may repent. While he was praying the robber heard and said in himself oh what a wicked man I am. And

after the minister had prayed the robber fell at his feet and said, take pity upon me and forgive me and I confess that I have often stole and killed, but now how am I going to get my living? The minister said I will take you with me to my house and you shall be my servant.— Then he said unto him yes sir with the greatest pleasure. And the minister said to him you will live with me as long as you please. And after several years this robber died and the minister buried him and then he ~~told~~ this story to his friends.

By a girl 15 years of age, under instruction 4 years.

SPRING.

When spring comes, the ices of the streams and the rivers break up. Snow has gone away. Humming-birds and pigeons and many beautiful birds fly from the south to the warm weather. New and green leaves begin to grow upon the trees. Beautiful and fragrant flowers grow in the flower-pots. The Earth looks gaily and gladly. Birds begin to build their nests among the trees. Little hard-hearted children come to search for the eggs. People are fond of hearing the birds singing sweetly. Every early morning people rise from their sleep to take pleasant walks about the roads for amusing themselves. Little pretty girls are fond of visiting and smelling the fragrant flowers. They often enter into the beautiful gardens. They cut the beautiful flowers and tie them and put them into the tumblers. Little boys go to the streams to fish little fishes. Farmers cultivate the plants on the gardens. They take out the weeds from the gardens. Farmers wish to arrange the gardens with neatness and beauty in order. When ladies come to visit their friends, farmers invite them to look at the gardens, which are beautiful and fragrant. Apple-trees and peach-trees, &c. bear blossoms upon them in orchards. Our Heavenly Father kindly permits us to have sweet verdure and amusements. He can preserve the Earth revolving around the sun. The sun causes the flowers to grow beautifully.

By a young lady 16 years of age, under instruction 5 years.

A SHORT AUTO-BIOGRAPHY.

I was born in Pieterlen, Switzerland in 1824. It was a hilly but a delightful surrounding village & was diversified with many fruitful trees & vines & brooks which made it happy to me. A house & large farm of my father were situated at the bottom of the hill on the South where were a church, hotels, & other private & domestic

buildings. These houses were a little different from ours in this city & seemed to be comfortable & plain. One of these large houses, the nearest to my father's, had a large garden with beautiful flowers & grapes & a fountain from which I had often filled a watering pot full of water and watered the flowers. Although I was destitute of knowledge & hearing I enjoyed many amusements and pleasures from the time of my birth. My parents took me with them and rode in a carriage for the city of Berne. On our arrival at Berne I was brought into the hospital but I cried aloud and knocked at the door with my feet for my parents ran away. For a few weeks the Physicians could not account for the cause of my complaint which was a want of hearing & they wrote to my parents. To my great surprise and gladness they came & I travelled with them about & in the splendid city where we felt an interest in seeing the wild beasts in the deep surrounding wall and they had each a place and some of them were walking about to eat raw meat and grass & others lying down, and then we saw many other places which I partly forget. From thence we took a journey to our village & arrived home safely late in the night. In the morning I was met by my companions & played with them as ever. My friends made several attempts to speak to me but in vain & I was much displeased with their speaking for I was deaf and dumb. One certain afternoon while I was making turnips like cups & plates for a party I saw a gentleman with his family riding in his coach and it ran swiftly down the hilly road, very close to my father's house. As soon as his wild-looking horse broke the chains and ran away, the family fell from the coach and none of them were injured except the gentleman's forehead which stuck into the top of a saw-horse on the spot which was my father's. There was a crowd of spectators seeing this dreadful scene. One of them pulled the top from his forehead from which blood was flowing. He was taken into the hotel of Pieterlen & his family were much grieved at his misfortune. The horse was caught again and put in the barn. In company with my small companions I also remember that I went up to the mountain whose name I did not know. We saw many flocks of sheep & goats eating & lying under the protection of shepherds & it was covered with forests and bushes. We spent our time in picking straw & black berries & playing till in the evening we with our baskets full of berries came to our homes in safety. I gave my basket to my mother, & brothers & sisters and I ate supper.

During the winter I often slid with my wooden boots and sat on my brother's green sled in his absence to school and ran swiftly down the icy hill till dinner or supper. I was fond of sitting on it. My mother wished to have me stay at home, rather than sliding, to take care of her child for she was busy spinning flaxen thread for stockings. I often took care of it and was sometimes tired & sometimes I spun thread myself,

After supper in the evening many gentlemen often entered my fa-

ther's house and held conversation with him with their large smoking pipes which I was very fond of smelling. Shortly after Elizabeth & myself were sent to repose and were displeased with our sleeping, while we were seeing through the window many of our dear neighbours skating for exercise & pleasure. But soon we fell into a deep sleep. In the morning I rose up & ate & played without any employment with the exception of feeding hens & chickens.

When the spring approached, the schools were dismissed & the instructor presented his scholars different books in token of affection and remembrance. About this time my father's family early one morning shook hands with a crowd of their friends. Departing, they rode in a large carriage & travelled about in many towns & cities for the purpose of having the pleasure of seeing their friends before sailing for America. We were interested in these towns which I cannot now describe. After some weeks we embarked in a ship & while we were sailing, the land grew more and more distant and finally we could see it no more. After a dangerous voyage in six weeks we landed at New-York city safely & afterwards removed to New Jersey where my mother died in 1832. Reduced to poverty some of us went to the N. Y. Almshouse & staid in it for some months. I lived with Mrs. Lee in Long Island but in Nov. 1834 I was called by the commissioners of the Almshouse to be admitted into this Institution. A few new pupils and myself were taught to make the letters with our fingers & to write. After a few weeks we committed to memory our short lessons & afterwards we with difficulty wrote compositions by ourselves that we might completely master our studies. We have obtained knowledge with happiness. I am under great obligations to the Legislature, Directors & Teachers for their kind benefits to me for five years & two months. During my life I shall never forget them but shall remember them with gratitude & affection.

By a young man 18 years of age, under instruction 6 years.

NEW-YORK.

New-York is bounded by Canada on the N; on the E. by Vermont, Massachusetts, and Connecticut from the first of which it is separated by Lake Champlain; S. by New Jersey and Pennsylvania and W. and N. W. by Upper Canada from which it is separated by the St. Lawrence and the great Lakes.

It is a large, and fertile state distinguished for the intelligence, industry and prosperous enterprise of the people in agriculture and manufactures and which contains the greatest commerce, carried on with all quarters of the world, great wealth, and numerous population. Its chief products are wheat, Indian corn, rye and other kinds of grain which are produced in astonishing abundance and are exported in

large quantities to other parts of the world. Its internal improvements are not rivalled in their advantages for inland navigation in any other state. The Erie Canal, about 360 miles in length, 40 feet in breadth, by 4 deep, was commenced in 1817 and finished in 1825. Since its completion, the growth of Utica and Buffalo, and other places has been rapid. There is a great excitement in this state in favor of the Rail Roads. Many of them are completed so that distance is almost annihilated and all parts of this state are brought into neighborhood, for, more than six years ago, my journey, according to my remembrance, from Utica to New-York, was two days and a half, but last October, I was transported by the Rail Road and steam boat in about 20 hours.

There are many famous springs and falls. The salt springs at Salina about 30 miles W. of Utica produce between 5 and 600,000 bushels of salt annually ; and the mineral springs at Saratoga and Ballston are the most celebrated in the Union and give health and pleasure to those who resort there.

Among the natural curiosities are the Falls of Niagara, the most celebrated in the world and presenting one of the sublimest and most stupendous scenes in nature and its waters of the lakes, compressed to the width of three quarters of a mile, are precipitated down the rocks, 160 feet high, into an unfathomable abyss. They exhibit the power of the Supreme Being who is everywhere and made the Universe.

Albany, the capital, 16 miles S. E. of Schenectady is favorably situated a few miles below the junction of the Hudson and Mohawk, embracing a population of about 30,000, some of whom are employed in Commerce. It is a flourishing, healthy and delightful situation ; noted for including the substantial capitol where the Legislature meets once a year to enact laws, and several scientific and literary institutions, private academies, and public schools for the education of all children.

New-York, the metropolis, of America has an admirably commercial and populous situation on the Southern point of an island of the same name at the harbor formed by the noble confluence of the Hudson and East Rivers. It embraces large quantities of shipping coming in from and going to foreign nations. There is a great number of edifices among which is the City Hall a very magnificent building of marble designed for the Common Councils and Courts of law. This city embraces also some public schools and academies in which persons can have a common education with the usual proportions of Churches and Ministers. Theological Seminaries have been established for the education of young clergymen in preparation for the ministry.

On the island of New-York is an institution a large and flourishing building in which young deaf mutes receive a very good education and have a principal and seven professors besides two monitors. The

Legislature has been very liberal in its patronage, and likewise superintended other schools in all parts of the state.

In 1609, Henry Hudson, an enterprising navigator in the employ of the East India Dutch Company sailed upon the river that bears his name. The first settlement at Albany was made in 1613; and the following year, a settlement was made at New-York by the Dutch who retained possession of these settlements until 1664 when the country was surrendered to the hands of Great Britain. After the Revolutionary War, it, at length, became an independent sovereign state with the Legislature and a Governor and is a most important member of the Union. It is sometimes called the "Empire State." I am proud and think it is my native state.

By a young lady 19 years of age, under instruction 6 years.

Inst. for the D. & D. }
N. Y. Jan. 8th, 1840. }

DEAR FRIEND:

With particular pleasure, I am writing a letter to you, my dear friend, as I have learned from Mr. Cary, my present instructor, that a ship is soon to sail for China and will take a packet of letters to you. This information gladdened me for I have found a fit and pleasant opportunity of sending my message with other letters and bundles superscribed for transmitting them to distant friends who have gone away to seek a lodging for their future residence among the heathen strangers. I have been meditating upon your absence and situation with a pen in my hand to write to you but still I scarcely realize that you are in another continent, too far away for me to hold a communication with you face to face. However, at this very time, I can see your countenance by means of a powerful faculty which is called imagination, as if we were conversing together in person. I often think of the reason why you are taken away by the hand of Providence from us and your near and dear friends to spend some time, perhaps your whole life, among the strangers, even a people who do not know the true Being nor any thing about salvation. Notwithstanding your trials of parting with those with whom you are intimately acquainted and passing the latter part of your life in a distant and strange land, you had better go away with a prospect of bringing the light of the gospel of Christ to the benighted persons. It is all for the best, for the government of God is infinitely wise and beneficent. We should not lament our separation or any other troubles but be as patient as we can. Perhaps you begin to presume that you are gradually forgotten but it is not so for you are frequently in our thoughts and conversations. On many occasions, I take a retrospective view of many happy hours I have passed in being instructed on re-

ligious subjects, in enjoying many delightful rustic walks and in cheerful exercises with you. All these are on the tablet of my memory. These hints will remind you, as I believe. It afforded me much pleasure to learn by your late letter to Mr. Cary that your situation is a good one in which you have found free accommodations by those who live in Macao and a circle of several missionaries and their families who, as I hope, form an agreeable company to you.

I may express to you my ideas of your passage to your intended place. You must have had a pleasant time, in your course on the Atlantic with the society of your bride, in observing a great many new things different from those in our native country and you may have not met with many perils. With how much feeling you must have been struck at viewing nothing but only the horizontal surface of the waving ocean and the broad blue arch of heaven when you lost sight of the land at half way. Your eyes must have beheld great numbers of curious and entertaining objects, any of which mine have never seen.

You are, I understand, giving your attention to the rudiments of the Chinese language. That is so hard and perplexed as to take you a great deal of time to become acquainted with it for it is esteemed the most singular and difficult of all that I ever saw.

It is a strange thing which I heard that the Chinese have no Sunday nor even such a division as a week but only the temples are always open for the visits of the devotees. Great Idolatry is found on every side, although there are many remarkable luxuries and beauties of nature in the country of China over which religious darkness is spread. It is true that it is beautifully diversified with terraces and neat gardens full of verdure, scattered upon the slope up to the summit of the mountains, which they cultivate with great order and care. These represent the persevering industry of the Chinese.

There is a peculiar variety of birds, I am told, most of which are very remarkable for their beautiful forms and colors. Few like these are to be found in America. Notwithstanding these charms the poor inhabitants are still engrossed in ignorance and idolatry. The people in our Christian lands are comparatively better than they are. You may have taken a new interest in the face of the country as it is peculiarly picturesque with a singular style of buildings.

I am in earnest that you must give me a full description of your new situation and circumstances particularly. May I question you which of the English or Chinese language you prefer to study? How much a letter from you, once my teacher, will fill me with joy under the circumstances of our separation. You know, although many of our friends have been scattered away in the world, yet the ties of affection are not broken asunder but only stretched. I beg you to send me a long answer on the first opportunity when a ship is bound for America. I can scarcely anticipate the greatest pleasure of seeing you again ere long for you cannot return to our native country for many

years, perhaps never. In concluding this letter, my sister S—— and your other former pupils join with me in giving their affectionate regards to you.

Accept this,
From your sincere friend,
M. A. W.

To Rev. S. R. BROWN.
Macao China.

By a young man 18 years of age, under instruction 6 years.

THE ADVANTAGES OF EDUCATION TO THE DEAF AND DUMB.

Lamentable as the natural condition of the deaf and dumb indisputably is, it is pleasing to see its rising perfection evinced by the attempts which have been made to reduce the mode of their instruction to a science. To impart instruction to a person affected by deafness ever seemed an impracticable undertaking. From the fact that language had been only acquired through the ear, the speaking world universally believed that this language was restricted to them and could not be comprehended by the frail nature of the deaf and dumb. Let it suffice to observe however, that the Abbe de l'Epeé, to whom the Deaf and Dumb in our country will ever be indebted for his compassion and enterprising efforts to afford relief towards them in their adversity, took the lead publicly in the art of instructing them about eighty years ago. And now this art is in the full tide of successful experiment. Therefore it is evidently not a visionary scheme, nor like building castles in the air. Among some ancient nations, deaf mutes were regarded as fated beings, condemned to total and irremediable ignorance. Nevertheless, the advantages of education to the deaf and dumb were revealed and have been blessed to a happy effect.

It is a striking but serious fact, that parents too frequently neglect to embrace the opportunity afforded by the Secretary of State to obtain for their children the education so essential to their usefulness and happiness. Deaf mute children are quite often detained at home, and, I fear, wilfully deprived of the blessings of education from the strength of parental affection. This cause, if continually indulged, is to doom these poor sufferers to ignorance and wretchedness for life.

Youth, moreover, is the season in which the powers of the mind have a tendency to secure knowledge by its superior susceptibilities. But it is wrong to delay, in this respect, the commencement of an individual's education until he is too old. He labors then to study, but does not advance as vigorously as a youth in the pursuit of knowledge. His continued labors are, indeed, like those of a man in drilling a rock. He will always complain of this evil and his parent's sad

mistake in neglecting his past youth so adapted to his benefit. The thought of his irremediable misfortune and the youth that never can be his again, will ever inspire him with melancholy feelings. I have not unfrequently met with such characters.

Before a mute is educated, his mind is to the world nearly a perfect blank, and the world is to his imprisoned mind a wilderness. He knows nothing of the past, nor any thing of the future. All knowledge of books is a mystery to him. If he opens the Bible, or a book, and sees black marks in it, they can convey no more instruction to him at least than the Chinese marks on a tea chest to an American. All his knowledge is limited, and all his reasonings are weak and uncertain. Oftentimes he sees things which he wants to have explained. So he asks his parents, but they can but help to illustrate it. Whereas, for the most part, he guesses the rest and often makes mistakes. Thus he is almost cut off from all social intercourse with his fellow-beings. It avails nothing for him, if he be placed in a common school. His instructor is ignorant of the best method of instruction to open and expand his mind, and he hears no language. But when he enters a Deaf and Dumb Institution, the teacher is engaged first to teach him an alphabet as a medium through which he is to be instructed to learn easy and intelligible words. This requires much time and pains taking on the part of the teacher of the mute.

When educated, however, he becomes like that lonely tree which, having been taken from the forest, put in a garden and cultivated for a few years, is afterwards transplanted both for ornament and shade, near a road, or some splendid mansion. Instruction changes the whole scene, and gives a new character to all the social relations of the deaf mute, and he returns to his friends a new person. He has formerly seemed as an outcast from society, but instruction now ameliorates his condition and renders him a useful member of the social commonwealth. The history of the world and especially the Gospel before were to him a sealed book. Now through instruction, his dormant mind is initiated to use all his abilities so as to read and understand language and transact ordinary business.

It is a fact, that many whose term of education has recently terminated in this Institution, having obtained here a knowledge of some useful trade, are now depending on their own exertions and skill for a maintenance, independent of any other support. This is owing to the attention to physical education on the part of the officers of the Institution. Incalculable advantages are also afforded to us by the zealous labors of our teachers in inculcating moral instruction.

In conclusion, I am happy to state, that I believe in the education of the deaf and dumb the most important advantages accrue to those of my fellow pupils who participate in the bounty of the State of New-York.

ANNUAL REPORT
OF THE SUPERINTENDENT OF COMMON SCHOOLS, CONCERNING THE
INSTITUTION FOR THE DEAF AND DUMB.

—
TO THE LEGISLATURE OF THE STATE OF NEW-YORK.

OFFICE OF THE SUPERINTENDENT OF COMMON SCHOOLS, }
February 17, 1840.

By the provisions of various statutes the Superintendent is required to visit the Institution for the Deaf and Dumb in the city of New-York, and that for the instruction of the Blind in the same city, and to make an annual report to the Legislature, particularly as to the condition of the schools, the improvement of the pupils, and their treatment in respect to board and lodging; and to aid him in the discharge of his duties, he is authorized to appoint visitors of the schools. By the existing laws, the directors of the Institution for the Deaf and Dumb are authorized to receive fifteen pupils from each Senate district, between the ages of twelve and twenty-five years, to be boarded and educated for five years, at an expense of one hundred and thirty dollars for each pupil, to be paid out of the State treasury. The term of instruction may be extended with the approbation of the Superintendent, to such as appear worthy, for two years. The persons to be received are selected by the Superintendent, from lists furnished by the overseers of the poor of the different towns of the State, and on their certificate of the inability of the pupil or his parents to support him at the Institution. When there are not applicants from a district who are proper subjects of selection, equal to the number to which such district is entitled, selections may be made from other districts. In consequence of the neglect of overseers, and the remissness of the parents of these unfortunate beings, or ignorance of the provisions in their behalf, there has been great inequality in the numbers from the different districts. An effort was made by the Superintendent to correct it by causing notices to be published throughout the State of the existing vacancies, and the districts that were entitled to supply them. These notices caused

many applications from the deficient districts; and by giving them a preference in the selection, a greater equality has been produced.

The names of the State pupils now in the Institution, and the districts from which they were selected, are given in the annexed statement A;* from which it appears that the whole authorized number, 120, has been received. No person who has applied for admission during the past year, having the certificate required by law, and being of the proper age, has been rejected. The directors of the Institution, with a liberality that deserves all praise, apprised the Superintendent that they would receive all who applied, as far as their accommodation would permit, and if the number should be greater than that allowed by law, they would board and educate the excess at the expense of the Institution, if it was not more than 25 or 30. The Superintendent availed himself of this generous offer, and selected five pupils above the number prescribed by law, who are now supported by the Institution.

During the last year, the Superintendent visited the Institution accompanied by visitors selected by him. The buildings are situated on elevated and healthy ground, in a pure atmosphere, sufficiently near the city to derive the advantages of its proximity, and yet so remote as to be free from its contamination. There is a spacious main building, with large school-rooms, one of which is used also as a chapel, with a dining room in the basement, and with airy and commodious sleeping apartments. The work-shops, in which the pupils are instructed in various mechanical trades, are convenient, and there is a fine vegetable garden attached. Every thing in and about the building is admirably arranged for the comfort of the pupils, and the order, neatness and cleanliness that universally prevailed, can scarcely be exceeded in any public institution. The Superintendent and visitors partook of a meal with the principal and his family of deaf mutes, and found new cause for admiration of the system with which every thing was conducted. The children are as comfortably boarded and lodged as the children of our most respectable citizens, and are treated with all the affectionate kindness which their hapless condition would excite in every humane bosom; and the consequence was seen in their excellent health, and a happiness as joyous as that of children blessed

* The statement is omitted.

with all their faculties and the delights of home. A good library has been collected by voluntary contributions; and in fine, all the means and appliances calculated to elevate the moral and intellectual faculties of the pupils to the highest degree of improvement, are here faithfully and successfully used.

The pupils underwent a thorough examination in their different studies, and evinced, practically, the success of that wonderful system by which the deaf are made to hear by the eye, and the dumb to speak by the hand. It should be borne in mind that the principal object of this Institution is to supply the deficiency of natural organs, and in this respect it, and the similar institution for the blind, differ from all other seminaries of instruction. They have first to impart the means of acquiring knowledge, and then knowledge itself, while all others are confined to the latter object.

The gradual progress of the benighted mind from its first dim perceptions, as evinced in the class composed of those who had but just entered the Institution, to the next class who had been there for a year, and so on, through the successive classes, until its full development in those who had received instruction for five years, was most striking and most gratifying. The very full and able report of the visitors who accompanied the Superintendent, which is annexed, renders further remark by him on this subject superfluous. The true objects of the Institution are so little known, and the means used and their success so little appreciated, that every friend of humanity will rejoice that both have been so fully developed in the accompanying report. A thorough knowledge of this blessed charity, and its surprising success, cannot be too extensively diffused to stimulate every State in our land to similar efforts.

The improvement of the pupils is so great, that it can be realized only by personal observation. Those who had been in the Institution for five years, the regular term prescribed by law, were precisely in the condition where they would be most capable of benefitting by a further continuance. The deportment of the whole class had been reported by the Principal to be so correct, their diligence in their studies so uniform and devoted, and their progress so evident, that the Superintendent did not hesitate to indulge his own feelings and fulfil the object

of the Legislature, in selecting each one of the class to be retained another year. They were informed that this was a reward, given in the name and behalf of the government of the State for their good conduct and faithful attention to their studies. Premiums, procured by individual contribution, were distributed to the most proficient of the State Pupils in the different classes ; and the Superintendent left the Institution, after the performance of the most gratifying amongst his official duties, with a firm conviction that the beneficence of the State was never more worthily bestowed, nor more faithfully, judiciously and economically administered.

JOHN C. SPENCER,
Superintendent of Common Schools.

**REPORT OF THE BOARD OF VISITERS,
RELATIVE TO THE INSTITUTION FOR THE INSTRUCTION OF THE
DEAF AND DUMB.**

To the Hon. JOHN C. SPENCER, Secretary of State :—

Sir—The undersigned, having in conformity to your request, visited the Institution for the instruction of the Deaf and Dumb, and the Institution for the Blind, in the city of New-York, have the honor to report the result of the respective examinations they attended in said Institutions ; together, with such incidental remarks as were suggested by such attendance.

The far greater advantages which you possess for ascertaining the real condition, and appreciating the great importance of Institutions in which you have taken so early and so deep an interest, will render any elaborate discussion, or minute detail, on our part unnecessary.

The attention of the undersigned was first directed to the Institution for the instruction of the Deaf and Dumb. And having been present, and taken part in an examination of the several classes ; having witnessed the difficulties to be encountered, and the impediments to be overcome in holding communication with, and imparting information to those unfortunate beings, who have never enjoyed the sense of hearing ; or who have been, from their infancy, deprived of it : having witnessed the awkward attitude, the vacant look and the unmeaning stare, of those recently received into the Institution ; and compared the same with the graceful movement, the expressive attitude, the intelligent countenance, and the speaking eye, of those about to leave it ; together with those other indications exhibited, of that intellectual and moral elevation to which they had been raised by the education received here, having done this, the undersigned are constrained to acknowledge that they withdrew, feeling a deeper sympathy for those unfortunate children, a profounder respect for their

benevolent and indefatigable teachers, as well as a livelier sense of the gratitude due to those enlightened and philanthropic statesmen, who at first founded this asylum of mercy, or who have since contributed to extend its benefits to the humble poor, throughout every town and hamlet in the State.

The generation has not yet passed away, which witnessed the first efforts made in this country, to impart systematic instruction to deaf mutes, by the use of visible signs. And it is not impertinent to remark, that this great blessing was brought about by one of those seemingly adverse providences, which are so often overruled of God for good.

The loss of hearing in an interesting daughter of an eminent physician in Hartford, Connecticut, led to the sending abroad for instruction that distinguished individual, whose name, and whose services will ever be gratefully remembered, in connection with the introduction of this method of instruction in these United States.

The education of deaf mutes, of such recent origin here, is believed not to have been of any great antiquity elsewhere.

No satisfactory evidence exists, of its ever having entered the mind of any ancient philanthropist, that these unfortunate beings could be raised from their state of degradation, and restored to society by education. Aristotle pronounced their condition hopeless. The Romans are said to have considered constitutional deafness, allied to constitutional idiocy. And by the more barbarous nations, we are told, that deaf mutes were regarded as monsters, and consigned to death, as soon as the fact of their incurable malady, was ascertained.

Even in the 18th century, the benevolent efforts of the Abbe de L'Epee to raise this degraded, and deserted class to the rank of human beings, was frowned upon by many, and even by respectable ecclesiastics. While the Abbe Sicard the successor, but not the inferior, of the Abbe de L'Epee himself, in practical benevolence, seems to have regarded the deaf and dumb, previous to instruction, as merely living automata.

And yet, neither deafness, nor blindness, nor the absence of any other sense, implies the absence of intellect. The senses are the medium by which the soul communicates with the external world; but

the senses form no part of the soul itself. The addition of a new sense, would open a new avenue of communication to the soul ; as the loss of an existing sense, would close an avenue, which previously existed ; but in either case the soul itself would have remained unchanged.

After all that has been said, of the necessity of general terms to general reasoning, it is not apparent why the eye does not furnish as available a medium for the communication of thoughts, of whatever kind, by visible signs, as the ear does by audible sounds. Nor is it easy to perceive, especially considering how early written as well as spoken language was introduced, how mankind should have remained so long, and so universally, of a contrary opinion. And however recent the process by which this prejudice has been dissipated, it is now manifest, that it is but a prejudice ; and we cannot but wonder at the extent of its prevalence, and the length of its duration.

An entire language, especially an exact and copious language, when considered in its totality, presents indeed a stupendous and complicated object of contemplation ; such a wonderful contrivance when thus considered, and considered as having existed among primitive nations, and in the first ages of the world, may indeed seem, at first view, to be a production beyond the reach of human ingenuity. Hence the prevalence of the opinion that the knowledge and use of language were originally communicated immediately by God to man. And the fact that God brought every living creature, as it is said, to Adam to be named by him, is adduced in confirmation of that opinion. Critics however have contended that all that is apparent from the original text, is that God brought to Adam a single animal to be named by him, and that he subsequently gave names to every living creature, is merely recorded as a matter of fact. Be this as it may, it is easy to perceive how, having been thus instructed in naming a single animal, Adam might have proceeded by the guidance of reason alone to give names to other animals, and not to other animals only, but also to other objects of every kind, with which he afterwards became acquainted, until the nomenclature of all the ideas of which he was possessed was fully completed, and a living language in its totality supplied.

If language be considered merely as a collection of individual signs, expressive of individual thoughts, then as many signs are required by any intelligent creature, at the different stages of his being, as he has thoughts. When but a single idea occupied his mind, if such a state of being, may, for illustration be imagined, then he required but a single sign. With the acquisition of every additional idea an additional sign would be required. Nor is it material whether ideas which thus followed in succession, were ideas of the properties of matter, the attributes of mind or the relations of things. All that is needful, on the acquisition of any new idea, be the nature of that idea what it may, is the appropriation of a new sign to indicate that new idea. This simple process of adding sign to sign, in the spoken or written vocabulary, as thought is added to thought in the mind, would eventuate, as the knowledge of the number and nature of things increased, in the development of a precise, connected, comprehensive and well ordered language. Nor is it easy to perceive why the individual signs to be appropriated to individual thoughts may not be addressed to any of the senses, especially why they may not be addressed as readily and successfully, to the sense of sight as of hearing.

But to whichever of these senses they are addressed, it is obvious to remark that a mighty advantage for acquiring knowledge, is enjoyed by those who are in possession both of sight and hearing. Because in that case the misapprehensions, entertained by the use of signs addressed to the one sense, may be corrected by the use of signs addressed to the other sense. And it is also obvious to remark, that if but one of these senses exist, it will greatly facilitate the acquisition of knowledge, if that one be the sense through which mankind generally communicate their ideas. Hence the marked advantage which the blind have over the deaf, in reference to the acquisition of knowledge. Brought up as they are, among those who communicate their ideas by articulate sounds, they come to their task, in the Institution, ready furnished with a medium of communication, and can enter at once on the performance of that task. Not so with the deaf; on the contrary shut out from the knowledge of those signs, by which the beings among whom they have been nurtured communicate their ideas, they have an entire new language to acquire, before they can reach in their

intellectual career, that goal from which the blind started. To have reduced the blind to the condition of the deaf, so far as the acquisition of knowledge by language is concerned, they must have been born and brought up among mutes, who conversed only by those visible signs, of which those deprived of sight must forever remain insensible, and who in that reverse of circumstances on entering an institution for the blind, in place of learning things, would be obliged as the deaf now are, to begin with learning language, by which the knowledge of things is afterward to be communicated; an undertaking attended with difficulties which are all but insurmountable.

Up to the time of entering the Institution, the knowledge of deaf mutes is confined, almost entirely to their own actual perceptions. Of the experience of others, from whom those possessed of the sense of hearing insensibly acquire so much knowledge, they cannot avail themselves. Hence of the past, and the future, they are alike ignorant.—Not having the knowledge of articulate sounds, they can have no knowledge of the syllabic combination of letters in words. Each several word in the written language, presents to them a collection of separate characters, combined in an arbitrary, and ever changeful arrangement. The import of each several combination, is to be learned from the manipulations of the teacher, many of which manipulations are arbitrary, and of the import thereof the pupil is ignorant.

When this is considered (and the consideration of this explains the marked and mighty difference in attainment which was observed to exist, between the higher and the lower classes in the Institution for the instruction of the Deaf and Dumb;) when this is considered, the undersigned cannot entertain a doubt, whether deaf mutes stand, on a perfect equality, with other children, in so far as native intellect is concerned. Nor can they refrain from expressing their high sense of the ability and fidelity, with which the Principal and the other teachers under him, have fulfilled the arduous and difficult duties of their respective offices, and discharged the important and sacred trusts severally committed to them. The recollection of that expression of intelligence and happiness, apparent in the air, and look, and manner of those deaf mutes; the reciprocal affection that seemed so prevalent among them; the grateful regard manifested by them, towards their

teachers, on the one hand ; and the deep solicitude evinced by those teachers, towards their pupils, on the other hand ; and all this among an assemblage of beings, the greater number of whom were originally cut off from all human society, and but recently rescued from the most humiliating and hopeless degradation ; the recollection of these things, and things like these, renders, even in retrospection, the hours spent by the undersigned at this Institution, worthy to be referred to as among the most rich and precious hours of their existence.

Nor can they forbear to mention, in this connection, an incident that occurred during an interval in the examination, which excited additional interest, because it furnished an additional opportunity, of marking the difference of attainment, among the different classes of these mutes. An æronaut, who ascended from Jersey City, in a car attached to a balloon, passed over the Island in the direction of this Institution ; and having approached its vicinity, remained for a considerable time, at no great elevation, and nearly stationary, over the grounds where these mute observers were assembled. The curiosity expressed in the countenances of some, and the awe manifested in the attitude, the looks, and the gestures of others ; the ignorance of nature betrayed by those, whose education was in its inception, the prompt and pertinent answers returned to the questions addressed to those who were further advanced, afforded to the visitors, who insensibly became spectators of the *mutes*, rather than the æronaut, a most favorable opportunity for observing, in the lower classes, the workings of untutored nature, under the influence of strong emotion ; and for noting in the higher classes, the accurate ideas they had already acquired, and the very respectable attainments they had already made, in physical science.

At the close of the examination, premiums, provided at the expense of the Superintendent of Common Schools, were distributed among those pupils, who had distinguished themselves in the several classes.*

* These classes, on being presented for examination, having been severally introduced to the visitors, by certain preliminary statements and remarks, on the part of their instructors ; and the written answers of the pupils to the questions proposed having been preserved, the visitors have it in their power to furnish almost a *fac simile* of all that occurred : The same having been embodied in an appendix to this report ; to which for further information the reader is referred.

After the distribution of the premiums, which took place in the presence of the assembled pupils; the exercises of the day were closed with prayer, by the Principal, in the language of signs; a language which, though the undersigned did not understand, was evidently understood by the mute assembly, by which they were surrounded. Seldom had they witnessed a more apparently devout assembly, and never one exclusively composed of children, of the same age, apparently so devout. Every eye seemed to be intently fixed, and every individual deeply interested in this simple, noiseless, but impressive form of worship—a form of worship indeed, in which the undersigned could not intelligently unite—yet, seldom have they been more solemnly impressed, and nowhere have they more fully realized, that God was a spirit, and that his worship must be spiritual; that prayer is the language of the heart; that no outward forms are essential to religion, or audible sound necessary to intercourse with Heaven, and communion between the souls of men and God.

All which is respectfully submitted.

ELIPHALET NOTT,
ALONZO POTTER,
THURLOW WEED,
HENRY MORRIS.

912 New York institution for the instruction of
the deaf and dumb: 19th-21st Annual re-
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